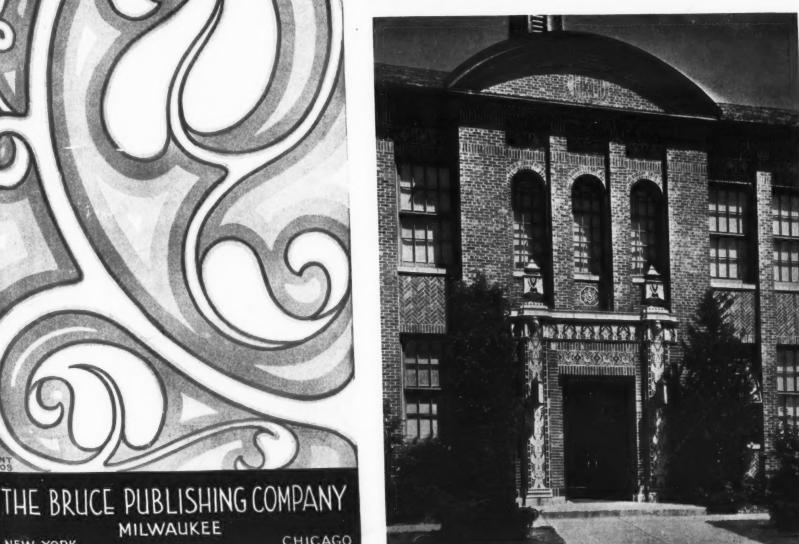
# PERIODICAL ROOM GENERAL LIBRARY NIV. OF MICH. THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION

## FEBRUARY



CHICAGO NEW YORK

# SCHOOLS of TODAY and JOHNSON HEAT CONTROL



CENTRAL SCHOOL, WASHINGTONVILLE, N. Y.

This new school building, designed for grade and high school activities, combined, is an example of present-day efforts of several associated school districts to secure one thoroughly modern, efficient school-plant, replacing a number of smaller schools. Consequently, only the best, most up-to-date equipment was installed. . . . Room temperatures are controlled accurately by 41 JOHNSON thermostats which operate valves on 85 direct radiators and mixing dampers in 24 unit ventilating machines. . . . Intake dampers at the ventilating units, together with dampers in roof ventilators, are opened and closed by remote switches, also a part of the JOHNSON installation. . . . A complete system of JOHNSON equipment operates dampers at the indirect heating and ventilating apparatus for the auditorium—gymnasium. . . . The architect was Mr. Galen H. Nichols,—the mechanical engineer, Mr. William A. Clifton,—and the heating contractor, Cohn and Kramer, all of Albany, N. Y.

Since 1885, JOHNSON automatic temperature regulation systems have been an important part of the heating and ventilating systems in school buildings. Designed, manufactured, and installed by a single organization operating through direct branches in every part of the United States, JOHNSON apparatus has kept abreast of every change in heating and ventilating practice.

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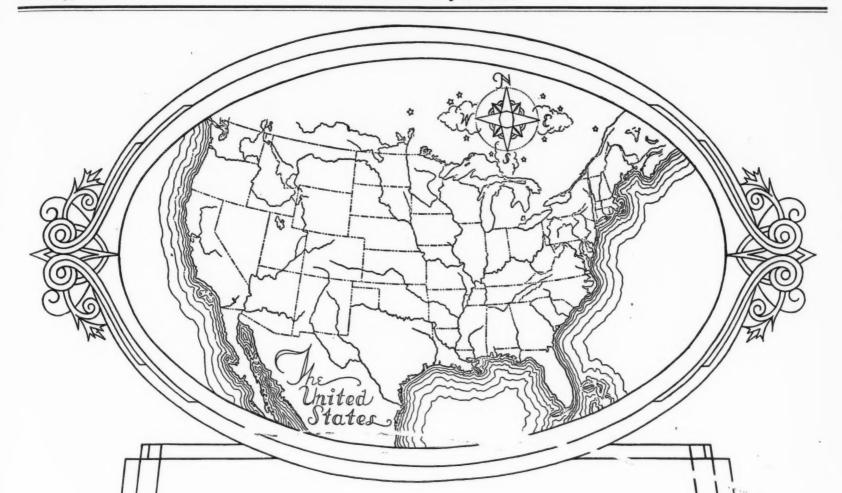
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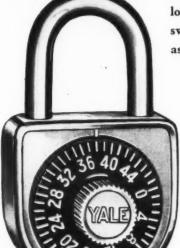
Be sure to visit this Exhibit. You will find a cordial welcome at BOOTHS I-2 and I-3. It will show you how school locker systems can be modernized, how security can be greatly increased and supervision simplified.

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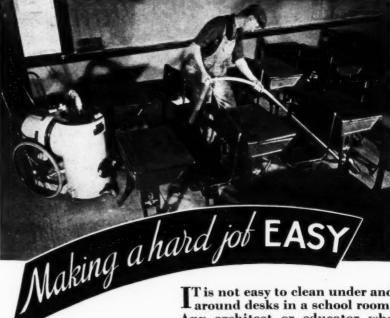


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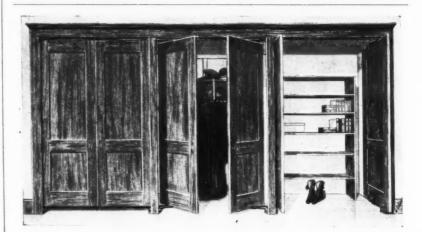
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It is not easy to clean under and around desks in a school room. Any architect or educator who has studied the subject will tell you that a powerful vacuum is the only method that will get the dirt and dust quickly and surely.

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JOHN C. AUSTIN & FREDERIC M. ASHLEY, By A. F. Rosenbeim Architects

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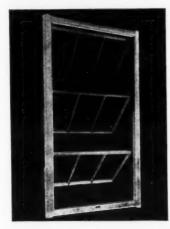
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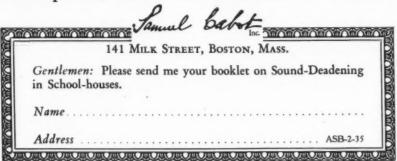
San Francisco College for Women. Architect, Henry A. Minton, San Francisco. Music rooms

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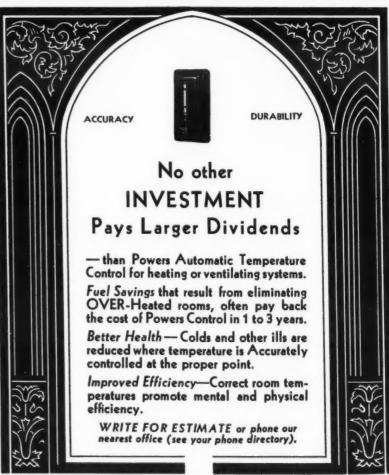
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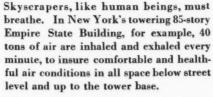
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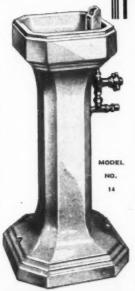
School officials and architects planning new buildings or replacements in old ones will find the comprehensive R-S line adapted to their requirements.

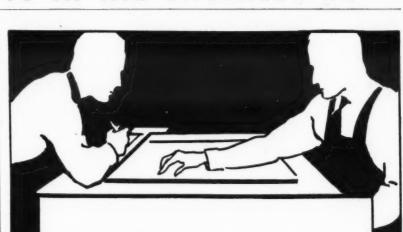
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# RECONSTRUCTION

SCHOOL BOARD JOURNAL

ANY projects of a reconstruction nature undertaken in recent times incite our admiration.

The CCC program which is reclaiming an army of our idle men.

The proposed projects that will substitute purposeful employment for the dole.

The rebuilding of the slum districts of our cities.

It has long been recognized that environment plays an important part in building morale. While people have generally been conscious of slum residential sections, they have not recognized a similar condition in some school centers.

Slums are condemned because of crowded housing conditions.

City A has a high school building originally planned for 2,000 pupils with an enrollment of 3,000.

Slums are condemned because buildings are insanitary, unsafe and unkempt.

City B has a school presenting a hazard to health and safety. It is one of crumbling brick. The interior construction and supports are wood. There are no fire escapes—doors open inward.

Slums are condemned because they are undesirable districts.

City C has a school located in a neighborhood of slaughter houses and switch engines.

Slums are condemned because basements used for living purposes are unhealthful.

City D utilizes its basement rooms for school purposes either to avoid part time classes or reduce the number on part time.

It may be argued that there are few such schools, but it would require more than courage to argue that there should be any.

If there are—it does not call for argument, but remedy.

RECONSTRUCTION



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In schools, where there is a peak load to be taken care of, this fountain, No. 3003, is fittingly appropriate. It has a capacity to meet such emergencies. It is exceptionally modern in its design, and even the projectors are further protected by the new safety guard shown in the illustration, which meets A. P. H. A. demands to the fullest. And best of all, it is a Halsey Taylor, which means it has practical automatic stream control and two-stream projector; patented Halsey Taylor features!

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# School Board Journal

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# Showing Handsome Treasury Balances

INPLEASANT truths regarding the financial situation, in which many school districts find themselves, cannot be ignored. They are widely heralded in the districts where the shortage of funds is serious, and they are occasions for taxpayers' associations and self-seeking politicians to sound a note of alarm and to paint the financial picture darker than it really is.

But the most ardent pessimists can no longer fail to admit the increasing number of school systems which report "a handsome balance in the treasury" nor can they overlook the small but certain restorations of salaries and instructional programs made possible by the improving tax situation.

possible by the improving tax situation.

Summer repairs on school buildings are being planned for 1935 in increasing numbers of cities and towns, and schoolmen are no longer afraid to point to growing needs for building additions and even new schoolhouses. An editor in an eastern city asks: "Is it not about time to include in the budget an item for a new school? It is needed. No one can dispute the fact!"

There is need at present of two types of planning for educational reconstruction and school-plant rehabilitation. First, there is immediate necessity for relieving the most immediate wants and shortcomings of the schools so far as present income will allow, and to the extent that the reviving spirit of the people will recognize as desirable. What services deserve to be immediately restored? How can the newly developing needs of children and adults be met by a longer school year, new subjects, and an enriched type of instruction? What adjustments in salaries and supervision are desirable for the betterment of the teaching service? What rehabilitation of the school plant is indicated to stop the continued loss that the neglect of the last three years has made so apparent?

But more than concern for the present and the immediate future is needed. Above all, the schools need long-term planning for rehabilitation, for growth, and for financial security in meeting the problems of democratic education in the next decade. Educational statesmanship on the part of school boards and superintendents is the great want and the great opportunity.

The situation is better, the future is brighter. Will we accept the challenge and meet it?

THE EDITOR.

"A Century of Progress in Schoolhouse Construction": The next installment of this important series by Mr. Forest R. Noffsinger will appear in the March issue of the JOURNAL.

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# THE AMERICAN School Bourd Journal

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IT MUST NOT CEASE TO RING

# A Co-operative Study of State Educational Problems

C. R. Maxwell, College of Education, University of Wyoming

The educational problems that confront any state at all times are many and diverse. However, since the depression the major problems have been financial in nature. School support that had been adequate in the past has now broken down. The property tax which has been the major source of school revenue in the majority of states, due to decreases in valuation and in tax collections, has become inadequate for the maintenance of schools on their previous level. Decreases in revenue have resulted in curtailment of curricula, in failure to keep up the fabric of the school system, in supplying an inadequate number of textbooks, in purchasing fewer and inferior school supplies, and in a reduction of the number of teachers which has necessitated larger classes with less attention to individual needs. The salaries of teachers in practically all school systems have been materially reduced. With all these forces operating, it has frequently been necessary to decrease the length of the school term and in some states to close a considerable number of schools.

At the session of the Wyoming State Legislature in 1933, an act was passed which empowered the legislature to appoint a committee to investigate the organization of the state government and to make recommendations for reorganization to a special session of the legislature. The committee that was appointed selected Griffenhagen and Associates to make the survey. The survey staff comprised a group of persons from outside the state who were wholly unfamiliar with conditions in Wyoming. A major portion of the attention of the survey staff was given to education, and their recommendations were embodied in bills that were introduced in the special session. However, all of them were defeated. This was due in a large degree to the fact that the school people of the state had not been consulted, and the setup that was recommended, in the opinion of the school administrators, would have been inimical to the future development of education in the state.

The discussion of the proposed legislation aroused much interest among both school executives and laymen. The executive committee of the Wyoming Education Association felt that accurate and exact information should be gathered by those persons who are familiar with the situation, and requested the University of Wyoming to offer during the summer session a course for school administrators on Wyoming Educational Problems. In complying with this request, the staff of the College of Education outlined ten major problems which seemed to require most careful study. Nine were finally selected and made the basis of a seminar which was attended by approximately forty administrators, active in the various school systems of the state. The group was organized into nine committees for intensive study of each problem. University instructors and members of the staff of the State Department of Education took part in the initial presentation of the problems. The class met as a unit for two hours each day for five and one-half weeks, and each committee met for two or three hours each day in the study of its particular assignment.

The nine problems selected for committee assignments were as follows:

What should be the minimum educational program in Wyoming?

2. What type of state aid is best adapted to Wyo-ming for the purpose of equalization of educational opportunity?

3. What sources of revenue should be utilized in financing the educational program?

4. What type of local unit of school control should

Wyoming adopt?

5. What is the most efficient method of administer-

ing pupil transportation in Wyoming?

6. What should be the standard for teacher selection, training, certification, salary, and retirement

What provisions should be made for supervision in the rural areas of the state?

8. What provisions should be made for the isolated upil in Wyoming?

9. What provisions should be made relative to financial and pupil records in the state?

Each problem, after general presentation by the individual most familiar with it, was investigated by a committee in the following way: (1) collection, evaluation, and presenta-tion of data on the present conditions in the state; (2) comparison of the situation in Wyoming with practices in other states and with the findings of experts in the field of school administration who had previously investigated the specific problem; (3) formulation of a suitable plan or series of recommendations for improving the situation in the state that could be used as a basis for legislative action; and (4) consideration of the costs and economies which would accrue from such pro-

and to make further proposals that would seem to meet the existing situation in a better way. At the close of the course, when each problem had received adequate consideration from the group, an invitation was issued to school-

posals. Each committee presented its recom-

mendations to the group as a whole, and sev-

eral hours were spent in general discussion.

In some cases recommendations were accepted

at the first presentation; in other instances the

committee was asked to reconsider the problem

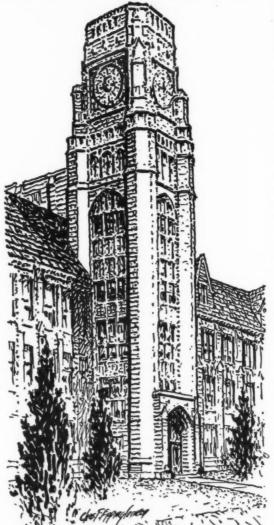
board members of the state to attend a day's conference, at which the results of the class investigations were briefly pointed out. This conference resulted in a formal organization of the school boards of the state. At this meeting it was decided to hold another one simultaneous with the meeting of the State Education Association in October.

The conduct of this course represented a departure from the usual type of seminar on educational problems. Little time was spent in the discussion of theoretical principles of administration, but in the consideration of each problem the fundamental philosophy of the duty of the state toward education was again and again emphasized. Undoubtedly, much more theory of school administration was assimilated in this course than if the approach had been more academic.

At the close of the seminar it was decided that the most pressing educational problems in the state at the present time are: (1) need to establish a minimum educational program; (2) provision of state aid for the purpose of equalization of educational opportunity; (3) securing new sources of revenue to supplement the present property tax, if an adequate program is to be maintained; and (4) adoption of a larger unit than the present district system for both support and control of the educational program. The study of the enlarged district plan indicated that it would greatly assist in the solution of other problems, such as efficient methods of administering pupil transportation, caring for isolated pupils, and supervising the work in rural areas.

The results of the course were so valuable that the Wyoming Education Association printed two bulletins for distribution in the state. One bulletin gave the recommendations of the committee on each problem, together with a discussion of the basis for these recommendations. The other bulletin gave basic data for developing a plan to equalize educational opportunity through enlarged units of school administration.

The experience of the past summer in the conduct of the seminar led the group that participated in it to request that the University of Wyoming offer each summer a course on state educational problems, conducted in a similar manner. The co-operative procedure followed by the State Education Association, the University of Wyoming, and the State Department of Education in making a careful study of the state educational program can be recommended whole-heartedly to other states.



S' SKETCH OF THE MAIN TOWER, TECHNICAL HIGH SCHOOL, CHICAGO, ILLINOIS

## TALKING MOTION PICTURES SOLVE LUNCH-HOUR PROBLEM

A successful use of talking motion pictures is made by the high school at Evanston, Ill. The school owns talking motion-picture machines which are used at noon during the lunch hour. A teacher, in discussing the use of the machines, recently wrote:

"Since starting to give talkies, our pupils have been wild about the shows and we have good attendance even in good weather while they can play outdoors.
The fact that these shows are given during their lunch

The fact that these shows are given during their lunch period makes such success possible.

"We have been delighted in the fact that no disciplinary troubles have come up. The boys and girls have conducted themselves just as orderly as they would in a regular theater. Part of this is due to the fact that we have always used the product that the pr fact that we have always used two projectors and no time has been wasted in starting on the second reel at the end of the first reel."

The chief use of the machines is, of course, the showing of regular educational films in the classrooms and auditoriums, but the effect on school discipline suggests the wider use of the motion-picture apparatus in high schools.

# Some Functions and Responsibilities of a Board of Education

Prof. Clyde B. Moore, Member, Board of Education, City of Ithaca, N. Y.

The American school system is an essential part of our national life. Although the Constitution does not specifically refer to education, generous provisions are made for it through the separate states. Long before any one dreamed of the United States as a republic founded upon democratic principles, the foundations had been laid for the promotion of public education as an integral part of our community life. Colonies and communities rising in the wilderness and along the frontier were less concerned with social castes and classes than with a wholesome social consciousness which could only come through an enlightened society. The conquest of a new continent, particularly in a period of the world's history when man's knowledge was advancing by leaps and bounds, could be successful only to the degree that the par-ticipants were enlightened. Each humble member was expected to accept responsibility and take a degree of initiative which was neither expected nor necessary in our older civilizations. "Strong backs and weak minds" might suffice for peasant classes following the dictates of landowners long ensconced in a highly classified social system. European life, during the seventeenth and eighteenth centuries and to a degree down to the present time, was so completely charted by tradition as well as through legal enactment, that social and civic responsibility among the lower classes was deemed unnecessary. Servants took their places in the organizations set up by their masters and performed their tasks without question - and, we may add, without imagination or initiative. But in the new world such a restraining and sustaining structure did not exist. As one moves to the frontiers in any field of effort, sheer ability rather than favored tradition must dominate, and in the actual frontier of an expanding civilization this is doubly so. In short, the exigencies of colonization absolutely required the promotion of systematic enlightenment and education. Schools were inevitable and as early as 1642 we find in Massachusetts a special colonial law regarding education. In it we find provision for what we term a board of education for, "in every towne ye chosen men" are "appointed for managing the prudentiall affaires" of the enterprise. Thus the American school board is actually a much older institution than the United States.

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#### Democratic Character of Boards

Representative government in its broader sense is indigenous to American culture. Our democratic ideals have sought expression through representative organization. It is our precious traditional heritage that each shall have an opportunity to give expression to wishes and opinions and in turn, that he shall be represented in the councils of society by properly chosen representatives. Pure democratic deliberations are impossible in large groups, but democratic principle of free expression on the part of each member, who in turn is duly represented by a properly constituted body, is possible. It is on this principle that our American life operates to a degree that is often astounding to those who live in a different type of social and political culture.

Boards of education are lay bodies selected by the people to represent them in the promotion of public education to meet the common needs. Although at times candidates are selected and supported on a partisan basis, the spirit of

the people demands that partisanship shall not go beyond the formalities of nomination and election. The wholesome development of little children and the guidance of our youth are quite too close to the heart of our national life for us to tolerate for a moment anything other than wholehearted effort for the common good. Partnership may permit the building of highways which soon crumble and decay. They can be replaced. Even our banking institutions may fail because of selfish political manipulation and yet savings may again be assembled and fortunes rebuilt. But the loss of educational opportunity during the precious period of youth — even to a degree — leaves both individual and social scars which can never be wholly effaced. Boards of education must face these facts and realize that there is no more serious or solemn obligation assumed by the representatives of the public, than that of the trustee in public education.

#### Some Functions of Boards

It is the responsibility of each member of a board of education to recognize the fact that he is to function officially only in conjunction with his associates. The board is a representative legislative body of great power and in it as a board, reposes grave responsibility; but a member out of session must play the role of the private citizen — attentive to and interested in the common good, but rising quite above the assumption of legal responsibilities for the board as a body. School patrons sometimes embarrass and even injure a just cause by failing to present it to a board in due form. Representations of any kind should be presented to the properly constituted officials or representatives of the board and not to an individual member out of session. Functionally a board of education is in existence only when it is in session.

It is a prime function of a board of education to be sensitive to the larger and growing educational needs of the community. Routine is not enough. The public has a right to expect of its board of education an alertness to changing needs, a vision of the potential educational capacities of the community, and the wisdom and the courage to bring their visions to a practical reality. The board member who confines his thinking to a broken window, the merits of various brands of chalk, or worse yet, to explaining his own achievements when taught by the methods of the good old days, is missing his opporunities. There were good old days, and I hasten to say that most school-board members I have known have been fine and worthy products of them, but let them be content to express these good qualities of yesterday by example and strive to envisage a better school for tomorrow.

It is a responsibility of the board of education to assist the people of the community to understand that education is a state function and not merely a local enterprise. This is a fact that is easily overlooked. Local pride is a powerful force and so long as' it operates in proper channels all goes well, but the moment it leads to selfish competition the effects are bad. Education in the best sense of the term flourishes best when it is deeply rooted in the common culture. Local pride alone will not suffice. In education as in few other fields must we accept the responsibility of being if not our brother's keeper then certainly our brother's brother. Such a responsibility cannot end at

the border of a school district. It is not a matter of competition among local communities but rather a co-operative spirit the influence of which must be indefinitely extended.

#### Finance Responsibilities

The board of education is responsible for the raising and disbursement of school funds. Schools cannot be maintained without money, and it is no small task to find it. Through the decades we have evolved an intricate system of taxation, for the support of education. Laws governing this function constitute volumes in and of themselves. They are at once both directive and restrictive. Certain laws governing the board of education are mandatory. They are rigid and clear and must be observed to the letter, for they govern the most basic means of which we know for the stabilization of society. They embody the guiding principles which have emerged through the long years of our educational experience and are not lightly to be put aside.

State laws, however, are not enough to promote the educational program of a dynamic people. In a sense, they provide for only the minimum essentials. They are good as far as they go, but traditionally and legally the general assumption is that they shall be richly supplemented through the efforts of boards of education. The good board of education assumes this obligation and gives its best efforts toward the most appropriate means of raising adequate funds and renders a strict accountability in their disbursement.

The board of education is responsible for the examination and approval of the annual budget. The board of education is here the point of contact among numerous interests. There are the children with their innumerable needs; their parents and their wishes regardless of economic status; the employed staff of teachers, custodians, principals, specialists, and the rest; taxpayers who are not patrons of the schools and numerous groups and organizations all of whom look to the board of education for a just and equitable budget in the light of all community needs. By its nature, on the one hand, it must be an outgrowth of the most careful study of educational needs, and on the other, must be kept within the bounds which enlightened public opinion will support.

It is the function of the board of education to lay out the general plan of the educational program of a community. To accomplish the high purpose which the public has a right to expect of it, a board of education must be made up of men and women of vision and insight. It is not enough that they shall perform the routine duties prescribed by law or rule. They, as the properly constituted lay body, representing all the people of the community, owe it to the cause they serve to bring to bear their combined efforts and abilities in projecting the most appropriate and desirable plan of which the community can conceive. In projecting such a plan, the board does not act in a professional or technical sense. These tasks must be delegated to the appropriate experts under the direction of the superintendent of schools. Boards of education properly seek buildings and grounds appropriate to community needs as to design, location, safety, and beauty, but the technical details must be the responsibility of competent architects and their technical associates. Boards of education seek health at its

maximum for every child, teacher, and employee of the board, but the techniques for attaining such an end must be provided by those professionally competent. And so the lines will run in scores of cases. The board as representatives of the community will point the way for the common good and then through the agencies of the professionally competent bring the progressive program to a happy conclusion.

#### The Board and the Superintendent

One of the greatest responsibilities of a board of education is the selection of a superintendent of schools. He is the responsible professional agent of the board who executes in all its details the educational program of the community. The wise board assigns to him a remarkable degree of authority, but this authority is, in turn, always fully counterbalanced by demanding compensating results. A board cannot properly function in executive matters but it can make possible by wise selection and appropriate assignment of responsibilities a comprehensive and integrated program of educational progress. As a board it may represent all the varied interests of the community. It may be composed of men and women of exceptional ability and unquestioned integrity. Each may, without exception, possess vision, courage, and a sensitive consciousness of the common good, but for them as a board to put these ideas and ideals into practice, they must depend upon the superintendent. Probably no other criterion is more significant in determining the well-being of a school system than that of the cordial good will and confidence existing between the board and the superintendent.

A function of the board of education which rises above formal organization, legal direction, and even the responsibility for insuring the regular operation of the school system is the fostering of a wholesome morale on the part of everyone concerned with the schools. Here is, to my mind, the deepest and most serious responsibility of them all. It is as subtle as it is serious. It is not controlled by legal enactment, and the mere letter of the law does not touch it. Rather does it rise to the realm of the spiritual, and yet it is by nature as sturdy, as strong, and as real as any building ever erected. Boards of education do not just happen. They have been evolved through the decades ported by law and by public opinion. They are at times called upon to bear tremendous responsibilities during periods of distressing disturbances and strain. As they rise to the occasion, their greatest virtues may be found in quiet courage, mildness of manner, thoughtfulness, and the dignified, though unflinching, refusal to become a party to a policy that is small, mean, or inimical to the common good.

In times of stress a board of education can build morale into the lives of all concerned as no other group of individuals connected with our schools can. Theirs is the strategic position. If they hold steady and proceed with high purpose their spirit becomes happily infectious. It is revealed in the confidence of the great public, critical though it may be, as it progresses through the exigencies of difficult times. But the great service lies not with the older generation. Boards of education deal in futures and are committed to the days to come. They envisage a better citizenry than has as yet been produced. They are sensitive to the personalities which through the public schools are creating this citizenry. They know that teachers may teach more through their manners, attitudes, and looks than through books. That teacher who is fearful that in times of stress, difficulty, and need she will not receive the full support of the system of which she is a part iswhether she wills it or not - implanting into the lives of her pupils subtle bits of fear, suspicion, shaken confidence, and even hatred itself. The formalities of arithmetic may be well taught, but if the morale of the school staff is undermined the formalities count for little in comparison. Morale and morals are often not far apart, and it is in such situations as these that they become all but identical.

Buildings must be erected and equipped; courses of study provided; auxiliary services supplied and programs maintained; but the morale of every person who plays any part in promoting the well-being of our children teachers, parents, principals, supervisors, even the custodians and more obscure workers a serious responsibility which the board of education must assume. It is a responsibility as subtle as the air we breathe and likewise as inescapable. It tests manhood and womanhood at their best, and I believe constitutes the gravest and yet the happiest responsibility placed upon a board of education.

# Physical and Health Education in the Co-ordinated Program

William P. Ubler, Jr., Assistant Director of Physical and Health Education, Trenton, New Jersey

When a school accepts the principle of the whole school for the whole child and places in a leading position in its list of objectives the conservation and upbuilding of health, it will find in the co-ordinated physical- and healtheducation department an effective type of organization as one means of reaching its objec-

The department of physical and health education, responsible for all the health phases of the educational program, should be headed by a person trained in physical and health education and in educational administration. If he has an M.D. degree in addition, so much the better, but the physician without educational training is not the man for the job. It calls for a person whose outlook is educational rather than curative.

The department should be responsible for health protection, health correction, and health promotion. The first includes the hygiene of instruction, the sanitation of school buildings, the organization of the school and curriculum in accordance with the laws of hygiene and safety, teacher health, the health examination and daily health inspection of children, the control of communicable disease, the supervision of pupil safety, and the supervision of the health of the athletes.

The corrective phase includes follow-up work to insure the correction of defects, the adaptation of the work of individual pupils when needed, assignment to special classes, and cooperation with clinical agencies.

Health promotion includes instruction and training in safe and healthful living, provision in the classroom for the application of the principles of physical and mental health, a wellplanned program in physical education, includ-

ing athletics and leisure-time recreational activities, and organization of the mid-session and midday lunch.1

#### An Educational Undertaking

Obviously this is a job for an educator and an administrator. It will be his responsibility to organize a council of representatives of all the various school departments. In this council matters of school health will be discussed, policies established, and from here radiates an influence permeating and integrating all the health work in the school.

In many school systems physical education and health education are not under a single administrator. In considering why the co-ordinated program is superior, it would be well to review the aims in health education and in physical education and to ascertain wherein they are closely related or identical.

The aims of health education are:

"To instruct children and youth so that they may conserve and improve their own health. "To establish in them the habits and principles of living which throughout their school

life, and in later years, will assure that abundant vigor and vitality which provides the basis for the greatest possible happiness and service in personal, family, and community life.

To influence parents and other adults, through the health-education program for children, to better habits and attitude, so that the schools may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.

<sup>1</sup>Principles of Health and Safety Education, Division of Physical and Health Education, New Jersey State Department of Public Instruction, 1932.

"To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; a healthier and fitter nation and race."

In addition as stated by Williams and Brownell, "The purpose of health education is to secure wholesome environmental conditions and processes for school children, to protect them by scientific methods against communicable disease and the hazards of growth and development, and to instruct them in scientific ways of living in which habits, skills, attitudes, and knowledge will have significant relation-

On the other hand, physical education has . . to provide skilled leadership for its aim. ". and adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, men-tally stimulating and satisfying, and socially sound,"4 and for its objectives:

. . . the development of the organic system of the individual through the physical activities,

... the development of the neuromuscular system in general, and particularly in its relation to control over certain fundamental skills, . . . the development of certain attitudes toward physical activity generally and toward

play particularly, ... the development of standards...."5

<sup>2</sup>Health Education, Report of the Joint Committee on Health Problems in Education, The National Education Association and The American Medical Association, 1925, page 7. <sup>3</sup>Williams, J. F., and Brownell, C. L., Health and Physical Education, Bureau of Publications, Teachers College, New York

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CORRECT BODY MECHANICS IS AN ESSENTIAL PART OF A CO-ORDINATED PROGRAM OF HEALTH EDUCATION (A SIXTH-GRADE CLASS IN YORKSHIP SCHOOL, CAMDEN, NEW JERSEY)

#### Related Aims and Objectives

It is seen that whereas health education, through instruction, aims at habits, skills, attitudes, and knowledge with significant relation-ships, physical education aims through its leadership to develop these very characteristics. Health education aims to give instruction resulting in conservation and improvement of health; physical education aims to put that instruction to work for the development of organic vigor. Health education aims to influence for the promotion of the social aspects; physical education provides the laboratory where under adequate leadership these social qualities are exercised and developed. Health education aims through the conservation of health to improve individual and community life for the present and the future; physical education through the appeal of its activities and its training for leisure-time pursuits provides the strongest possible basis for self-initiation in healthful living on the part of the pupils. The observance of health practices which require personal initiative effort and self-denial may not of themselves provide immediate satisfaction, but when considered as a conditioning process upon the results of which depend satisfactions in physical accomplishment, they become a dynamic force in the pupil's living. As an extreme illustration, witness the severe regimen of training to which the aspiring athlete voluntarily submits himself. This principle holds good in varying degrees and in direct proportion to our ability to provide a program challenging to the interests of the pupil through physical-education activities. Herein lies the psychological basis of the tie-up between the teaching of health in the classroom and the laboratory process of putting this teaching in-to practice. That the following of health practices is not inherently satisfying constitutes no insurmountable barrier to successful health teaching, when instruction is co-ordinated with activities. On the playfield and in the gymnasium the pupil is led to realize the relationship between the physical accomplishment he desires and the physical condition produced by healthful living. He will follow health rules just so long as he feels they have something to give him. In establishing the consciousness of this tie-up, lies the physical and health educa-tor's golden opportunity.

#### A Major Educational Work

Physical education aims to provide opportunities to act in situations physically wholesome. Health education aims to insure the conditions that make this type of environment possible. With this objective in mind, the recommendations of the school physician and the activities of the director of physical and health education would be toward the elimination of some of the conditions that exist today. No longer would physical-education classes be held in dark, dusty courts or on playgrounds that in wet weather resemble the Dismal Swamp and in dry weather, the Sahara Desert. The improved health consciousness of school administrators and of the general public under the influence of a co-ordinated health program should make such a situation impossible. This type of organization should eventually result in all new gymnasiums being constructed above grade, with ample ventilation and sunlight, with no safety hazards, with ample bathing and locker facilities, and with acoustics planned to eliminate the nerve-wracking din so common in many of our present structures.

As an administrative objective, health looms large on the physical-education horizon. In the co-ordinated program the instructor of physical education, keeping the health of his pupils in mind, looks to the physician for information to be used as a basis for the classification of pupils in accordance with individual needs. Pupils physically handicapped will be given prescriptions for activity suited to their special requirements. Those in need of correctives will be assigned to that type of program. Applicants for varsity or other teams will be carefully examined for fitness and advised on the basis of the findings.

#### Related Services of Doctors and Teachers

On the other hand, assistance in locating pupils needing immediate and special attention will be given the physician by the physical educator. In his classes, the unusual case will attract his attention and will be referred to the proper authorities. By the exchange of information between the classroom teacher and the teacher of physical education better service will be rendered the diffident or retiring individual. The physical educator can be of special value in helping with behavior problems

which have been referred to the psychiatrist for solution. His co-operation is indicated in cases of this type, for no one better than he can get close to the pupils. He has the best opportunity to know the pupils on a friendly and personal basis, as the playfield is usually more conducive to this relationship than is the classroom. Deviations from the normal of whatsoever type, when observed by the physical educator are referred to the physician, nurse, dentist, psychiatrist, or psychologist as the nature of the case indicates.

The work of the physical educator can be more intelligently performed and more efficiently accomplished by co-operation with the other branches of the service.

The principle of co-ordination has been accepted as sound educational administration. Present trends indicate that increasingly will all the health forces of the school be integrated and co-ordinated that the whole school may serve the whole child.

#### Co-ordinated Programs in New Jersey

In Montclair and Trenton, New Jersey, the principle of co-ordination has been applied. As an illustration of how it operates, the following data have been obtained from Mr. Franklin G. Armstrong, the director of the department in Montclair.

At the head of the department is the director. Under him are three medical doctors, one dentist, all on part time, and a dentist's assistant, who devotes part of her time to that service and the balance to secretarial work in the department. On full time there are four nurses, an attendance officer, a teacher for crippled children, twelve teachers of physical education, and a supervisor for the elementary grades. In addition, the director and a staff of nine conduct the city-wide recreational program.

This department is responsible for the program of health protection, health correction, and health instruction; for physical education including the recreational program; for the instruction of crippled children in their homes; for the placement of those needing special attention in relation to sight-saving, deafness, or speech defects; for the activities of the attendance officer; and in fact for all activities that relate to the health and well-being of the pupils in the schools.

(Concluded on Page 74)

# Choosing Among the Three Types of Six-Year **High Schools**

L. R. Kilzer, University of Wyoming

In the American School Board Journal for December, 1934,1 the writer described in detail each of the three types of six-year high schools, namely, (1) the undivided six-year high school, (2) the junior-senior high school composed of two closely connected units or divisions of three years each, and (3) the juniorsenior high school composed of two closely connected units of two and four years, respectively.

If a board of education and its superintendent have decided to provide a six-year high school, they are immediately confronted with the task of making a choice among the three types. There is still lack of agreement concerning the maximum size (enrollment) which a six-year high school may reach before it is advisable to substitute a junior-senior high school for an undivided six-year high school. This figure is often placed, more or less arbitrarily, at approximately 500. Much smaller schools sometimes use the junior-senior plan, and much larger ones use the undivided plan. Collinwood High School, of Cleveland, Ohio, is an example of the latter. In spite of the fact that it now enrolls over 5,000 pupils, it is strictly an undivided six-year high school.

One of the bulletins growing out of the recent National Survey of Secondary Education<sup>2</sup> gives considerable information relative to the choices which have been made by boards of education and superintendents. Many of the data which follow have been obtained from the pages of that bulletin.

A total of 3,019 of the 5,619 reorganized high schools for white pupils in 1929-30 were six-year high schools. These were distributed as follows: 1,446 undivided six-year high schools. 936 junior-senior high schools organized on the 3-3 plan, and 637 junior-senior high schools organized on the 2-4 plan. In other words, approximately 54 per cent of all reorganized high schools for white pupils in 1929-30 were sixyear high schools. It is interesting to note that 47.9 per cent of all six-year high schools for white pupils were undivided, 31 per cent were junior-senior high schools of the 3-3 type, and 21.1 per cent were junior-senior high schools of the 2-4 type. It should be kept clearly in mind throughout this discussion that separate junior high schools and separate senior high schools are not considered parts of six-year high schools.

The United States Office of Education3 recently pointed out that the undivided five-year and six-year high schools have shown the most convincing increase, and that their number more than double during the biennium 1926–28. In 1928 only 32 (2.7 per cent) of all undivided high schools for white pupils were sixyear high schools incorporating grades 6 to 11 while 925 (77 per cent) of all undivided high schools for white pupils were six-year high

schools incorporating grades 7 to 12.

According to the North Central Association
Quarterly for June, 1932, the undivided high schools are increasing most rapidly in school systems enrolling under 500 high-school pupils, although there were at that time in the North Central Association 84 undivided high schools enrolling 500 or more pupils, and 33 enrolling 1,000 or more pupils.

Approximately 75 per cent of the undivided six-year high schools for white pupils are found in communities of fewer than 2,500 population, and only 4 per cent of their number are found in cities of more than 30,000 population. Approximately 90 per cent of the junior-senior high schools for white pupils are found in communities of fewer than 10,000 population. A larger percentage of the 2-4 junior-senior high schools than of the 3-3 junior-senior high schools is found in rural and village commu-

Table I shows that 53.6 per cent of all the high schools in the United States for white pupils in 1929-30 enrolled fewer than 100 pupils, 74.4 per cent enrolled fewer than 200 pupils, and 11.5 per cent enrolled 500 or more pupils. It is interesting to compare the enrollments of each of the three types of six-year high schools with those just given for all high schools and with each other. It is found that 23.5 per cent of the undivided six-year high schools for white pupils enrolled fewer than 100 pupils, that 64.9 per cent enrolled fewer than 200 pupils, and that 11 per cent enrolled 500 or more pupils. Of the 2–4 type juniorsenior high schools for white pupils, 21.3 per cent enrolled fewer than 100 pupils, 55.3 per cent enrolled fewer than 200 pupils, and 10.5 per cent enrolled 500 or more pupils. Of the 3-3 type junior-senior high schools for white pupils, 15.1 per cent enrolled fewer than 100 pupils, 45.9 per cent enrolled fewer than 200 pupils, and 20.3 per cent enrolled 500 or more

TABLE I. Enrollment in Six-Year High Schools for White Pupils, 1929-30 (Compared with Enrollment in All High Schools,

(	Combined)		,
	Per Cent of	Schools th	at Enrolled
	Fewer	Fewer	500
Type of High School	Than 100 Pupils	Than 200 Pupils	or More Pupils
All high schools	53.6	74.4	11.5
Undivided 6-year	23.5	64.9	11.0
Junior-Senior (2-4)	21.3	55.3	10.5
Junior-Senior (3-3)	15.1	45.9	20.3

Table I shows clearly that each of the three types of six-year high schools covers all size groups from schools with small enrollment to schools with large enrollment.

In the National Survey of Secondary Education, an attempt was made to evaluate various types of reorganized high schools on the bases of comprehensiveness and consistency of organization. By comprehensiveness is meant the total number of specific practices in effect in a school in connection with any single feature of organization. By consistency of organization is meant the extent to which a school makes adequate provision for all of its major features at once. It was assumed that a school which does approximately equal justice to all of its major features is better organized than a school which builds up certain features at the expense of others. The major features of organization referred to are:

The admission and promotion of pupils. departmentalization, the size of classes, the length of school sessions, the use of standardized tests, and the adoption of special schemes which make

possible direct attention to individual differences. 3. The scope and arrangement (but not the detailed content) of the program of studies.

2. The arrangement of instruction, in terms of

4. The scope and arrangement (but not the detailed content) of the program of extracurricular

5. The school's provisions for the educational

and vocational guidance of its pupils.

6. Provisions for the articulation of the school with other school units.

The composition of the teaching staff.

8. Arrangements for the supervision of instruc-

The school's housing and equipment.

The following is quoted verbatim from the National Survey of Secondary Education<sup>4</sup> in order that light may be shed upon the comparative merits of the three types of six-year high schools:

Undivided 6-year schools. Most common in very small secondary-school systems are the reorgan-ized schools in which the six secondary-school grades are administered as a single unit. Compared with other schools of equivalent size, undivided 6year schools are outstanding in both comprehensiveness and consistency of organization. They tend to be surpassed in these respects only by the 3-3 plan junior-senior high schools, and they fall below these schools by a small margin, only. Their chief strength lies not merely in their obvious advantage with respect to articulation, but in their provisions for guidance, in the composition of their teaching staffs, and in their arrangements for supervision.

The smallest of the 6-year schools seem to be subject to a tendency to subordinate the organization of their junior-high-school grades in some degree to that of the senior-high-school grades. In spite of that of the school-ingli-school glades. In spite of this tendency, the organization of their junior units is generally superior both in comprehensiveness and in consistency to that of separate junior high schools of equivalent size.

Three-three plan junior-senior high schools. The three-three plan junior-senior high schools, representing a compromise type of organization between the separate junior and senior high schools and the undivided 6-year schools, are found in both large and small school systems. Data are not available for enough junior-senior high schools enrolling more than 2,000 pupils to allow group analyses of schools of this size. Below this upper limit large junior-senior schools tend to be more comprehensively organized and more consistent in their organization than separate schools of comparable size. Small junior-senior schools tend likewise to be superior to small 6-year schools, though their advantage over the 6-year organization is less clearly marked than their advantage over the separate 3-year schools.

The organization of the 3-3 plan junior-senior high schools stands out, in fact, above that of all the other types of secondary schools examined. Like the undivided 6-year schools, the junior-senior high schools provide especially comprehensive arrangements for articulation between the junior and senior units. The junior-senior schools excel also in the comprehensiveness of their organization of instruction, their senior-high-school programs of studies, their extracurriculums for both junior- and senior-high-school grades, their arrangements for guidance, and their supervisory programs in the senior high school. The advantage of these schools with respect to consistency of organ-ization is even greater than their advantages in comprehensiveness. As compared with all other types of schools excepting the undivided 6-year schools, the proportion of junior-senior high schools attaining a desirable standard of consistency is not less than 4 to 1.

Two-four plan reorganized schools. Separate junior and senior high schools and combined junior-senior high schools administered on a 6-2-4 basis are as a group the least comprehensively organized of the various types of reorganized schools investigated. Schools of this type seem to vary markedly in their particular strengths and weaknesses. The range in their practice is indeed al-

(Concluded on Page 74)

<sup>&</sup>lt;sup>4</sup>U. S. Office of Education, Bulletin, 1932, No. 17. Op. cit., pages 241-243.

<sup>&</sup>lt;sup>14</sup>Types of Six-Year High Schools,"
<sup>2</sup>U. S. Office of Education. Bulletin, 1932, No. 17. National Survey of Secondary Education, Monograph No. 5, The Reorganization of Secondary Education.

<sup>3</sup>U. S. Office of Education. Bulletin, 1931, No. 20. Biennial Survey of Education in the United States, 1928–1930, Vol. I, Chapt. III, pages 2–6.

# Types of School Administration in the Middle **Atlantic States**

Ernest C. Witham, Rutgers University

There are six states in the group designated as New England; no more, no less, and there is no difference of opinion about it. Geographies, atlases, histories, and all other books using the term New England agree. Likewise the states are very much alike, the people are more alike, and the customs and traditions are most alike, in all the New England States. Here we have a natural, homogeneous section or region. Now the story is quite different when we come to the Middle Atlantic States. Some authors include in this section, only New York, New Jersey, and Pennsylvania. Others add Delaware and Maryland; and still others add Virginia and West Virginia. For this study all seven states are included. It would be hard to pick out seven other states which vary as much as do these seven adjoining states. There are great differences in size and population as shown in the following table.

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State	Size in Sq. Miles	Population 1930	No. of Counties
New York	49,200	15,588,066	62
New Jersey	8,200	4,041,334	21
Pennsylvania	45,100	9,631,350	66
Delaware	2.400	238,380	3
Maryland	12,300	1,631,526	24
Virginia	42,600	2,421,851	100
West Virginia	24,200	1.729,205	- 55

The combined area of these seven states is about equal to the area of Colorado and Kansas.

Greater differences exist in the plans of school administration and supervision. New York has the district superintendent, somewhat like that found in New England. New Jersey and Pennsylvania have county superintendents, but these states are a good ways from having a county unit system of school administration. Delaware has a state unit. Maryland has perhaps the best system of county unit to be found anywhere. Virginia has a combination county and district system, while West Virginia

has a county unit system.

The dominant basis of apportioning state school funds in the seven states is as follows:

State	Basis of Apportionment
New York	Per teacher
New Jersey	
Pennsylvania	
Delaware	<ul> <li>Enrollment for fixed period on state-wide basis</li> </ul>
Maryland	School census
Virginia	. School census
West Virginia	. Per teacher

No other group of states have had more surveys and commissions than have these seven states. These surveys have usually been made by outside experts. The reports are valuable publications. This work has been expensive and results have often been disappointing. The Delaware survey, in 1921, produced the greatest change; as the old system was entirely scrapped and a new code with fundamental changes resulted. No fundamental changes appeared in Virginia between the first and the second state surveys. In New Jersey, neither of the state surveys have so far had any apparent effects, except in an academic way. We probably know better what changes we ought to make in our school laws; but so far we have been marking

#### New York

New York is the only state which designates its educational department as a university. The University of the State of New York is the official title of the state department of educa-

This is the second of an important series of articles describing the state school administration of important groups of states in the Union. The first article on the New England States appeared in the August, 1934, issue of THE AMERICAN SCHOOL BOARD JOURNAL.—Editor.

tion. All but five1 of the 62 counties in New York are subdivided into supervisory districts for the purposes of rural supervision and administration. The following table shows the number of supervisory districts by counties.

#### Number of Districts in the Counties

•	1	2	3	4	5	6	7	8	
	-	-	-	-	-	-	-	-	
No. Counties	4	8	17	14	7	4	2	1	

Rensselaer County has three supervisory dis-

tricts made up of the following towns:

1. Brunswick, Hoosick, Pittstown, Schaghticoke.

2. Berlin, Grafton, Petersburg, Poestenkill,

East Greenbush, Nassau, North Greenbush, Sandlake, Schodack.

Westchester County has four supervisory districts made up of the following towns:

1. Eastchester, Harrison, Mamaroneck, Pelham, Rye, Scarsdale, White Plains.

Greenburg, Mount Pleasant, North Castle. Bedford, Lewisboro, New Castle, Ossining, Poundridge.

4. Cortlandt, North Salem, Somers, Yorktown. There were until recently 208 of these supervisory districts in New York State. Dr. Milton G. Nelson says, in a 1927 bulletin, that "the median supervisory district may be described in terms of its physical characteristics as follows: It has an area of 184 square miles and a population of 8,700 persons. These are 46 inhabitants to the square mile who possess a computed wealth of \$4,600 for each weighted pupil. School is maintained in all districts, with the exception of three, which contract with neighboring districts for the education of their

There is a board of school directors in each of the supervisory districts, two members from each town elected by popular vote. This board meets once in five years to elect a district su-perintendent; and has no other powers. Miss Frances E. Griffin, of the Rural Education Di-vision of the State Education Department, says in a letter to me, that "the state pays the district superintendent \$3,000 per year and meets his expenses up to \$600. In some instances the town supervisors appropriate additional sums for district superintendents. This ranges from nothing in approximately one half of the towns, to as high as an additional \$5,000 in some of the richer counties." Due to the law of 1933, the commissioners of education may redistrict the supervisory districts to eliminate the office in those instances where this reduction is feasible, due to changing economical and social conditions. Today the commissioner has exercised this power in four instances, so that the number of district superintendents at present is

Within the borders of these supervisory districts in New York State are to be found numerous cities and large villages. Any such, with a population of over 4,500, may establish independent superintendencies. The remaining territory is under the supervision of the district superintendent.

<sup>1</sup>Bronx, Kings, New York, Queens, and Richmond counties have no supervisory districts.

Boards of education in the various towns have legal control, for the most part, over their school systems. The superintendent and the State Education Department act in advisory capacities; but due to the large state aid to the districts, it is possible for the state commissioner to wield considerable power over the local school districts.

One other outstanding feature in the New York State plan is the system of Regents' Examinations. These examinations are a real means of supervision of the administration of the schools and of teaching.

The New York plan is more complex than the New England plan. In New York we see the common-school district, with its district meeting, three trustees, and the lone one-room school teacher. Also the union free school district, with its board of education and village principal. Then there is the supervisory district and district superintendent. Whereas, in New England there is the town or city (not both) school committee, and the city or district superintendent, with no overlapping of territory, in New York State there are 59 cities with superintendents and 92 villages with superintendents; in addition to these 151 independent superintendencies, there are 204 district superintendents, making in all 355 professional school superintendents.

#### New Jersey

The schools of New Jersey received a great impetus when Governor Woodrow Wilson appointed Calvin N. Kendall as commissioner of education. A thrilling story could be told of consolidation involving the abandonment of old school buildings, with their unsightly outhouses, to say nothing of their insanitary and immoral influences; and the building of new schools with cafeterias, auditoriums, adequate playgrounds, and the institution of substantial transportation service in Burlington County alone. Burlington is the largest county in New Jersey, extending from the Delaware River to the Atlantic Ocean. In this large rural county there is not a single one-room school.

When Dr. Kendall appointed Louis J. Kaser, superintendent of Burlington County, there were 27 rural schools in the lower half of the county. This is in the "famous" Pine District. Today there are but six schools in this section, and they are all schools which are a credit to the state.

Until 1894, New Jersey had the common-school district of which there were 1,403. In that year the township system was adopted, thereby reducing the number of school districts to 400. This was a significant piece of consolidation. But the sad part of it is that during the past 40 years, many new districts have been formed so that today there are 538 school districts in New Jersey. They are made up as

52 cities

19 incorporated towns 209 boroughs

258 townships

According to the survey published in 1928, there have been 140 new districts created. "In some cases the creation of these districts might be justified on educational grounds. All too frequently, however, the result has been to weaken existing districts."

The governor appoints the state commissioner in New Jersey. The state board of ten members is also appointed by the governor. The term is for eight years, and two members of the board must be women. There is no county board of education having to do with the regular public schools; but there is a county board of vocational education. The county superintendents are appointed by the state commissioner. City boards of education are appointed by the mayor. There are at present 38 city superintendents in the state. Much of the supervision of the rural school is done by helping teachers. A very few counties in the metropolitan area have no helping-teachers. Some of the rural counties have four such supervisory officers.

In one respect, New Jersey differs from all of the other states. The small high schools found elsewhere are very scarce in New Jersey. The model high school in New York State has between 50 and 100 students. Pennsylvania has many small high schools, and so has every other state; whereas, in New Jersey the average size of the high schools is close to 500 students.

There are many fine school systems in the state, as good as may be found anywhere, but the fundamental weakness is in the archaic system of taxation, which has not been revised for many years. While not many states raise as much per capita for schools as does New Jersey, there is hardly another progressive state to be found with a more unjust system of taxation for the support of schools. Ninety per cent of the proceeds of the state property tax is returned to the counties that raised it; and only a portion of the 10 per cent of the proceeds retained by the state is used as an equalization fund.

New Jersey has no income tax, sales tax, nor chain-store tax. Outside of the main-stem railroad tax, the schools must depend very largely on a burdensome property tax.

The State of New Jersey as a whole does not have at the present time the close supervision and administration that is found in some other states. By this I mean, that there are gaps. Parts of the state are under superior supervision and other sections are without expert supervision.

The 1928 survey says that "moreover, the situation in respect to educational leadership in many districts is particularly unfortunate. Each city has a superintendent and 47 per cent of borough districts have a supervising principal. Only 26 per cent of the townships have a supervising principal. Such supervision and leadership as may be exercised in other districts comes from a head teacher with certain responsibilities and from the helping teachers and county superintendent."

There are two classes of school districts commonly designated as, Article VI districts and Article VII districts. The former includes the cities and the latter the townships, incorporated towns, and boroughs.

Next to the revision of the taxing system, the state needs most a consolidation of districts. There should be a plan adopted whereby every part of the state shall be in a supervisory district, but not too large, to guarantee expert supervision of every school in the state.

Thirty-nine states make considerable use of the county in school administration. The other nine states, which include the six composing the New England group, together with New York, Delaware, and Nevada, do not recognize the county in any educational way. The last three mentioned states did at one time have county superintendents.

#### Delaware

As we travel south, Delaware is the first state in which there is complete segregation of white and colored children. There are no white teachers in the colored schools of Delaware; but there is absolute equality among the



© Harris & Ewing

PRESIDENT FRANKLIN D. ROOSEVELT HAS AUTOGRAPHED THIS PORTRAIT OF HIMSELF "TO THE PUPILS AND TEACHERS OF THE UNITED STATES"

### ISSUE AUTOGRAPHED PHOTOGRAPH OF PRESIDENT

In response to the desires of teachers and pupils and to the request of United States Commissioner Studebaker, President Roosevelt has inscribed a splendid photograph of himself which he has offered to the pupils and teachers of the country.

pupils and teachers of the country.

The photograph has been carefully reproduced by the U. S. Office of Education so that excellent duplicates on heavy paper are available for framing and for use on schoolroom walls.

Copies of the photograph may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., upon the payment of 10 cents.

schools of both races. Neither has better buildings than the other. They each have equally good teachers. The length of the school year is the same; and the holding power is nearly as great in the colored schools as it is in the white schools.

Delaware is unique in that it is the only commonwealth that has anything like a single state unit. The state unit has fifteen subunits as follows:

Wilmington, which is practically independent, yet at the same time receives about three fourths of its school money from the state.
 Thirteen special districts. These are the larger

2. Thirteen special districts. These are the larger municipalities of the state. In all but a few cases their entire school support comes from the state.

3. The state unit, which includes the remainder of the territory. There are school districts, but with restricted authority. Newcastle County has 53 white and 27 colored districts. Kent County has 47 white and 19 colored districts; and Sussex County has 45 white and 18 colored school districts. This makes in all, 145 white and 64 colored districts or a total of 209 school districts, which are within the state unit proper and under direct control of the state department.

Several states have been playing with the matter of equalization. So far, Delaware is the only state that has actually done anything really worth while about it. There is a state-wide base for taxation, and the money is raised where it exists, and it is spent where the children are. There is no tax on real estate for school purposes. The franchise tax has kept the Delaware coffers well filled; but in addition to this, there is an adequate income tax,

thanks to Pierre S. DuPont, who is the tax collector; and there is a sales tax and a chainstore tax.

The Delaware schools have suffered less during the depression than have schools in any other part of the country; and this is largely due to the superior system of school taxation which this state has.

While any school district has authority to levy and collect taxes to augment that received from the state, this is done in only three or four instances. The Delaware plan is not ideal, because it is possible to curtail expenditures, with a large surplus on hand. In other words, the legislature has to make appropriations from the school fund. At the close of the school year in June, 1926, there was a balance of \$1,382,841. All through the depression, Delaware has been erecting new school buildings.

Wilmington is now constructing a high-school building, at a cost of at least \$1,500,000. A large part of this money comes from the state school-building fund, which is already raised.

Dr. H. V. Holloway, state superintendent and secretary of the state board, gives the following table of percentages of the total receipts for support of schools in his 1933 annual report:

Income tax	16.881
Franchise tax	81.818
Corporation and capital investment tax	.0006
County property tax	.041
Old filing fees	.006
Miscellaneous	.005
Income from permanent school fund	1.248

In Wilmington and the special districts, there are school superintendents. The state department has directors for most of the special subjects. There are seven rural supervisors for the three counties, and there are four visiting teachers.

There are a great many other important features in the Delaware schools, such as the Delaware School Foundation, the Delaware Citizen's Association; and the fact that all school-board members are appointed by the resident judge. Equality of educational opportunity—Delaware is the only state which has it.

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"LANDING OF THE FIRST SCHOOL TEACHER" BY HERMAN O. MYRE (CENTER PANEL)

# Mural Paintings in Sioux City Schools

H. C. Roberts, Secretary and Business Agent, Board of Education, Sioux City, Iowa

In connection with the Public Works of Art Project, as part of the unemployment relief program conducted by the Federal Government throughout the winter and spring of 1933–34, an assignment was made for the painting of murals in the public schools of Sioux City, Iowa. The accomplishment of the project resulted in the recent completion of two groups of large paintings, consisting of three each and ranging in size from 6 by 14 feet to 6 by 23 feet. They are now permanently hung in the large corridor areas facing main entrances of the two high schools which had been selected as locations for the first paintings of this character to be placed in the local school system.

The project was begun late in February, 1934, and the center panel of each group had been completed when the unemployment relief program was terminated on the first of May. The schools accepted their murals with considerable appreciation and enthusiasm, and were

Two local artists, Mr. Herman O. Myre, of Sioux City, and M. Rollin E. Beard, of Moville, Iowa, were assigned to the project, and as originally planned, they were to work together on the paintings of each project. Each made a separate study of the early white settlements in this locality and their relationships with the Sioux Indians then inhabiting the territory, following which he selected certain recorded events considered expressive of the frontier life of that time. Each then prepared his series of preliminary sketches followed by small watercolored paintings, from which the state director of art projects would select three, on a competitive basis, as the group for execution on canvas. When the two sets of water colors were completed, however, the state director approved both and decided that the two artists should work independently of each other, each to develop and complete his own series according to the approved sketches. This change in plan made provision for paintings in the two high schools at the same time, and it also accounts

for the similarity of theme in the two groups of murals.

The three panels painted by Mr. Beard are: Left Panel: "Council Oak." In one of the city parks stands a giant oak estimated to be over a thousand years old. This tree is known as "Council Oak" and local legend tells that it was here the Indians held their tribal councils.

Center Panel: "Arrival of the First White Settler." In the spring of 1849, Theophile Brughier, a French-Canadian fur trader, arrived with his Indian squaws, Dawn and Blazing Cloud, and his father-in-law, War Eagle, a chief of the Vankton Signy

ing Cloud, and his father-in-law, War Eagle, a chief of the Yankton Sioux.

Right Panel: "River Traffic and the Fur Trade." In 1857, the fur trade at Sioux City reached its height and steamboats brought the furs down from the headwaters of the Missouri and Yellowstone rivers. One shipment is reported to have consisted of 7,000 buffalo hides and many smaller pelts in addition.

Mr. Myre's paintings represent the following:
Left Panel: "The First Cabin." When War
Eagle had established a site for his daughters
and son-in-law, Theophile Brughier built his
log cabin near where the Sioux River enters
the Missouri. This cabin still stands and was
the first building located on what is now Sioux
City.

Center Panel: "Arrival of the First School Teacher." Miss Mary C. Wilkins arrived on the steamer "Omaha" in 1857 to take charge of the first school. She was greeted by a local dignitary and a mother whose children she will teach.

Right Panel: "Indian Council." A typical Indian gathering among the hills overlooking the Sioux River.

The writer has viewed occasional mural paintings in some of the junior and senior high schools in a number of cities. The proper subject matter depicted by competent artists is unquestionably of decorative and cultural val-



"THE FIRST CABIN" BY HERMAN O. MYRE (LEFT PANEL)

desirous of an early completion of the entire project as planned. The artists, again facing unemployment, made proposals to complete the paintings at a very low cost. These proposals the June graduating classes of the two schools accepted, with the result that each school was the recipient of the two additional murals as a class gift.

The theme of the first series of three was that of the early history of Sioux City. As a city of 80,000 inhabitants, a few of whom can still remember it was a frontier trading post, it has had a short but colorful local history. This history offered an abundance of interesting material for mural design. There was presented an opportunity to make a pictorial record which would have not only aesthetic values but educational and historical values as well.



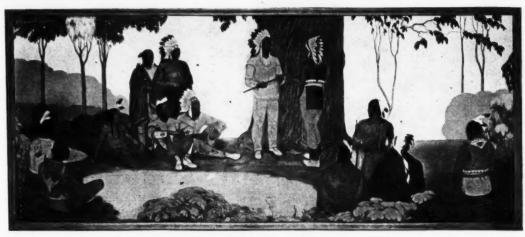
"INDIAN COUNCIL" BY HERMAN O. MYRE (RIGHT PANEL)

ue to students and to the community. The price of such paintings, however, has been prohibitive to a majority of schools and only a small percentage have enjoyed the privilege of ownership. It may be that further relief projects may extend the privilege to a greater number, or that schools may contract unemployed artists at prices far below normal, yet to the mutual advantage of both schools and artists.

#### WHAT DO SCHOOL MARKS CONVEY?

# J. H. Bankston, Superintendent of Schools, Crane, Texas

The purpose of this article is to set forth an argument that school marks are wrong psychologically in effect and in accuracy. Grades, supposedly, are to convey the child's achievement and progress



"CQUNCIL OAK" BY ROLLIN E. BEARD (LEFT PANEL)



"ARRIVAL OF THE FIRST WHITE SETTLER" BY ROLLIN E. BEARD (CENTER PANEL)



"RIVER TRAFFIC AND THE FUR TRADE" BY ROLLIN E. BEARD (RIGHT PANEL)

in his schoolwork. Teachers know that grades A's, B's, and C's do not carry an accurate idea of achievement and are wholly void of any suggestion to parents as to why Johnnie made such a grade, or how he might improve his schoolwork.

#### A Descriptive Report Form

The Crane schools have adopted what is termed a "descriptive report form." The form is simple in wording. A place is provided for a description (evaluation) of the child's degree of achievement of the objectives of his courses or activities. In the evaluation, the teacher describes the progress of the child's achievements in each subject and states the difficulties which the child must over-come. Following the description of the evaluation there is a place for "suggestion for improvements or guidance." The reports do not give only the degree of achievement and the child's difficulties, but offer suggestions for improvement in each field but offer suggestions for improvement in each field so the child and parents have a "starter" provements. This arrangement tends toward better understanding and co-operation between parents, teachers, and school.

The teacher does not mention on the report that Johnnie is making A, B, or C work. Every kind of code message is abolished. This turns the child's attention toward his own difficulties and ways to improve them. The abolishing of the A, B, C grades also avoids "grade policies" of teachers. Miss X cannot give "A" grades for an "effect"; neither is she coerced into a "grade policy" attitude, to 'get along" with parents of her pupils.

One can readily see the descriptive form tells more than a code form and is constructive with its suggestions and guidance feature. On the contrary, the A, B, C type is unreliable in that it is not definite and is wholly lacking in constructive criticism. Eighty per cent of the marks of reports are in the negative case. It is not enough for the child and his parents to know the work is poor, but they deserve to know Why it is poor, and How to improve it.

#### Advantages of the Descriptive Report

We have found that this type of report elimiwe have found that this type of report eliminates unwholesome competition between pupils. It avoids "putting on the spot" those pupils who are not "fortunate" enough to make "A." It promises success to all pupils alike; that is, the pupil competes with himself toward the elimination of his difficulties.

The descriptive report form compels the teacher to know more about the individual pupil. To qualify a grade takes a knowledge of the child's difficulties, as well as a thorough knowledge of the subject difficulties.

#### How the Reports Are Sent Out

The reports are sent to the parents at the "psy-chological moment." There is no virtue in the fouror sixth-week period. The parents should be kept

informed often of the child's progress, especially if the child is in "deep water" and needs more detailed guidance. The fewer the reports the better the child is doing. One report is required as often as each six weeks, but more reports during each six-week period are required, if there is a need for the report.

How would you feel toward your family doctor, if he examined your child, and reported that the child had "D" health (failing) and did not tell you what was wrong, or offered a remedy for improvement? I know that you would get another doctor. Why should not a teacher be just as sensible and practicable about her "mental diagnosis"?

#### REPORT OF ACHIEVEMENT AND GUIDANCE Crane Public Schools, Crane, Texas 19.. 19..

Student ...

Courses or Activities...

It is the purpose of this descriptive report to present an evaluation of student achievement and progress. The achievement of the student in a given course or activity is influenced by many factors such as ability, background, effort, etc. Evaluation refers to the degree to which the student has achieved the particular aims of the courses or activities.

of the courses or activities. Evaluation: Suggestion for Improvement or Guidance:

Parent's signature ..... Teacher ..... Date ..... Date . . . . . . . . . . . . . . . . .

### THE ILLINOIS SCHOOL-LEGISLATION PROGRAM

A legislative program has been advanced by the Illinois State Teachers Association, which asks for legislation that will make possible more effective administration of public education, and provide for adequate and permanent state aid for the schools.

The state distributing fund is in arrears to the extent of \$15,000.000. It is proposed that legislation be enacted that will pay by June, 1935, arrearages covering three years. It is also planned to make changes in the present law, whereby non-high-school territory shall pay to the high-school district full tuition for all nonresident pupils. The re-enactment of the sales tax is recommended. is recommended.

The Association recommends the creation of a state board of education and such amendments in the law as will make the office of state superintendent appointive instead of elective. A revision of the revenue system, whereby tribute will be exacted from such sources as gasoline, income, occupational, corporation income, grain futures, beverages, and luxury taxes. A teacher-tenure law and a minimum-wage law of \$800 are

# New Doctrine for Monroe—IV

Brooke W. Hills

#### MOSTLY AN INTERLUDE

In another part of this chronicle we have shown that Mr. Hamilton had a positive aversion to being treated in what he thought was a methodical manner. It will be recalled he had left a perfectly good position, largely because he thought he had become merely a part of a methodical scheme of things against which his independent spirit chafed. Yet, although he preferred to work as a sort of a deus ex machina, long before this he had learned that the orderly conduct of a progressive school system, as in any business venture, depends absolutely on the constant recognition of two fundamental principles of organization: first, setting down in a methodical way what is to be accomplished; second, in the same methodical way, to set down the plan to be used in getting there, along with a methodical analysis of difficulties to be overcome. After all, a question of method.

Trite enough; but! .

Just about the time that Tyrone was scuttling up the street to the school, Mr. Hamilton was quietly adding to his list of obstacles to be overcome the problem of improving in service at least one janitor this case, a decidedly important local factorum. Either this plan, or that of firing outright the worthy Mr. Atkins. Two alternatives, each difficult enough to carry out successfully, no matter which might be accepted as a solution. Just another result, he meditated, of the former policy of handling situations by ignoring them. Down went this note in his private memorandum, along with the rest of his list. At least, he was getting something to work on, he thought.

Plenty to work on, plenty to worry about, plenty to be done on his own — as quietly and tactfully as possible, if he were to avoid a series of self-started open breaches in the town. He was beginning to understand what his predecessor, Burnham, might have meant in those curious words he had scrawled on that old timetable left behind in his desk, "I want to go away, down on the farm, down on the farm, to the place where there's peace, and there isn't any harm, any harm," and all the rest of the doggerel . . . plenty to be done . . . going to be tougher than I thought . . . gosh, what a mess! . .

And just then Tyrone, hat on the back of his head, propitiatory smile on his broad face, stood in the doorway.

Hamilton looked up.

"Won't you come in?" with the same easy, la-di-da manner we have already mentioned.

Mr. Tyrone would. And this he did with the fixed belief that having once entered, it would take a better man than Hamilton to push him out.

#### MR. TYRONE IS LATE FOR SUPPER

The title just used might almost be changed to "Mr. Tyrone is Early for Breakfast," if we are to consider the hour when this gentleman finally reached home. The truth is, he had suddenly become a very busy man, although the vacation which he had been accustomed to enjoy to the fullest extent was still a part of the calendar reckoning. Busy, because the result of his call on Mr. Hamilton had left him in a very confused state of mind; and, as he was a man of action whenever his own personal affairs were concerned, he lost no time in consulting with his friends over this latest development. One of his especial cronies among these kindred souls was the editor and proprietor of The Monroe Item. This was the eight-page weekly which, if we are to believe the modest statement appearing regularly in its masthead, was a "welcome visitor in every home in beautiful, prosperous Monroe - the town with the community spirit." This characterization of the scene of its circulation was coined by the editor himself, and was "just about as true as the rest of the stuff he prints," to quote one exasperated subscriber

In his perplexity, then, it is not strange that Tyrone should turn to Editor Short for his best advice in the situation which had just arisen

in connection with the high-school principalship.

Mr. Tyrone was not only perplexed; in fact, he was very much upset, so he informed his friend. He was here to say in the most unqualified manner that this new fellow, Hamilton, was the darndest man he ever saw in all his life. He didn't know what to make of him. With this interesting preface, he poured into the attentive ears of his listener as complete an account of his interview with Mr. Hamilton as he could recall in his present excited condition.

It appears that Mr. Tyrone had visited the office of the new superintendent at just the right time. Mr. Hamilton had just been thinking of him; in fact, he had been expecting to see him. It was mighty grati-

fying that a teacher who had been connected with the schools so long should come in to get acquainted without waiting for an invitation. His call was most opportune, for this sudden retirement of the high-school principal presented a problem that was entirely unexpected, one that the whole faculty would have to face together. Mr. Hamilton hoped Mr. Tyrone would not be unwilling to talk the matter over with him.

Well, that gave you a chance to get in your licks," judicially ob-

served Editor Short.

"No, it didn't," replied the other. "When I told him that was just what I'd like to do, Hamilton went on at a great rate all about how he was depending on me and the rest of the teachers to help him hold the school together until the board and he had made up their minds what to do, and he guessed it was up to him to run it himself until that time, and it was mighty lucky for him he'd had about six years' experience in such a job himself, since it would be up to him if things didn't go right. And he kept on telling me how hard it's going to be for the school to have a new superintendent and a new principal at the same time, and how tough it's going to be for him to have to handle both jobs at once just when he's starting in. He says he doesn't see how he can possibly get by without the teachers and me helping him out." "Why," concluded the disgusted Tyrone, "why, I couldn't get in a word edgewise, let alone get him down to brass tacks. I never saw a man talk so much in all my life. I can't see why the board ever hired him in the first place. One of them told me he heard Hamilton is pretty deep, but I'll say he is pretty dumb. The idea of his thinking a man can run two jobs at once! I'd like to see him try it!"

It was just then that Editor Short had one of those sudden inspirations which are said to be characteristic of really unusual minds. Im-

patiently he interrupted the breathless recital.

"Tyrone, I'm surprised at you! Tell me, would you like to be high-

school principal and get rid of Hamilton, all at the same time?"
"I'll say I would!" was the instant reply. "Do you suppose I want

to work for a fellow like that? How'd you like it, yourself?"

"I didn't like him the second I put my eyes on him," answered the other. "There's something mysterious about him; I can't understand him. But this is just what I thought of when you were talking. Why don't you let him go ahead with this fool idea of holding down both jobs at once, because, when he makes a mess out of the high school, people will say he's no good as superintendent, either, and that'll be the end of him in this town. And everybody'll blame Benkert and his gang for letting him try it, and they'll get it in the neck, too. Why, this fellow will play right into your hands, if he's given a chance.'

A look of the utmost admiration swept across the features of Mr. Tyrone as the gist of the other's proposal filtered into his mind.

"By gosh, Short!" he ejaculated. "Say, you have got a head on your shoulders. I got to hand it to you! . . . Say, what's to prevent you getting some of the boys down at the firehouse to write in letters kicking about the school, and I can keep you posted all the while what's going on so you can tell them what to write. . . . Say, maybe I got a good idea, myself. How would it be for me to go around to my friends on the board and tell them on account of my loyalty to the new chief and my desire to co-operate, I'm going to back out of the race?"

'My boy, I'm proud of you! What a story for the front page! All about you giving up your own chances for promotion after twenty-five years in Monroe, and putting aside your own interests for the school.

Say, this is too good to be true!"

"I'll help him out, all right, all right," chuckled Tyrone. "Right out

"We got a good right to pin medals on ourselves for this night's work," decided the gratified Mr. Short.

And so the evening wore away with this agreeable conversation, and at a late hour these two amiable friends parted company with several congratulatory slaps on the back, and with many expressions of satisfaction at their own ingenuity in arranging this mutually advantageous scheme - the getting rid of another superintendent, with all the attendant news value that would come to "the welcome visitor in the homes of the town with the community spirit"; and, along with this, the eventual promotion of the self-sacrificing Mr. Tyrone to the highschool principalship, or even the superintendency, itself.

Impossible? This sort of thing doesn't happen? Ah, but this and many other still more impossible things have happened in these public schools of ours - "these favored institutions, with short hours, fat salaries, and two months off each year." Ask the man who knows!

#### WORDS AND MUSIC

Three or four days after the satisfactory ending of the highly educational conference we have just described, Constant Readers and Old Subscribers in the many homes where *The Item* maintained a prominent position with other current literature on the library table, were edified to behold another sample of the ringing editorials poured forth from the ready pen of Editor Short.

Mr. Hamilton, himself, regarded this latest effusion with more than ordinary interest, particularly the last paragraph:

To our retiring high-school principal, then, we offer our hearty congratulations at work well done, and to look ahead to leisure time well earned. And in this crisis, when the welfare of the youth of Monroe is at stake, our educational fathers may well congratulate themselves that the teachers may be depended on to rally to the support of the new administration. In the forefront of these devoted servants of the public weal, in fact, the first to show his good will and unswerving determination to subordinate his own interests for the common good, is to be found none other than Jackson R. Tyrone. We are informed on unquestionable authority that the unanimous decision of the board to make our new and efficient superintendent, Smith B. Hamilton, acting principal of the high school, was largely due to the personal intercession of Mr. Tyrone. His simple words, "I shall do everything I can to help out the new superintendent," may well serve as an inspiring slogan for the rest of our loyal teachers. This fine example of unselfish devotion to duty augurs well for a continuance of the spirit we have so often seen displayed in our community. This expression is just exactly what we might expect from a man of the type of Jackson R. Tyrone.

Having read through this tribute to unselfishness a number of times, Hamilton suddenly observed to himself, "Yes, just exactly." Saying which, he stepped into the next room and shut off the radio. The rolling notes of the old sea-song, "Three for Jack," provided more of a coincidence than Mr. Hamilton enjoyed. . . . It may occur to the thoughtful reader, as it certainly did to him, that this song, following hard upon the last words of the editorial we have just quoted, while only a pure coincidence, was altogether too strong a reminder of the probable line-up of the board to be enjoyed by any normal man. After all, Mr. Hamilton was only human.

#### SALT OF THE EARTH

The last week preparatory to the formal opening of the schools for the fall term moved swiftly enough for pupils, for families hurrying home from mountain and shore, for teachers enjoying the brief respite after the six weeks of summer school, and many others — but swiftest of all for Smith B. Hamilton. Now that the board had accepted his recommendation to leave the destinies of the high school in his hands, along with the thousand and one other details of his own work remaining to be completed, came the question of the location of his office. He quickly solved this by transferring his belongings to the headquarters reserved for the high-school principal. With some regret he gave up his own comfortable place, but this was one thing that just had to be done. The former school secretary had gladly accepted a transfer to a regular teaching position in the commercial department, and the way was easily cleared for the telegram to Miss Ross that brought her swiftly to Monroe.

This young woman, having walked around the building and surveyed the scene with an intelligently critical eye, returned to the office and laconically remarked, "Well, there's plenty to be done, as usual. Where shall we start?" The relieved Mr. Hamilton was glad indeed to hear the rapid clicking of her typewriter. Here was one hole in the organization very thoroughly plugged up. Miss Ross knew what it was all about.

Go to work they did: the final details of the program which Hamilton insisted should be ready for the opening; the assignment of teachers; the setting-up of time-clock schedules; the interviewing of parents and pupils; the meetings with principals and teachers who dropped in to see their new chief; the examination of records to see what success these teachers had been having with their classes - and, incidentally, what success the classes had been having with their teachers; the usual ultimatum to a distracted home-economics supervisor that the cafeteria must be ready for use the first day of school - all, all the work that must be done regularly each year if the schools are to function properly from the first. And the greater part necessary solely on account of the curious arrangement that finds itself only in the organization of the public school - that annual breaking up of a smoothly functioning machine into its many thousand pieces each June, with the consequent necessary reassembly two months later. . . . Did you ever hear of a successful business conducted on any such plan? Oh, well, .

Through these days of preparation Hamilton thanked his lucky stars again and again for the experience he had previously enjoyed as a high-school principal. As he had rather expected, from hints that had been dropped by Burnham in those last hours before he turned the schools over to his successor, and from other signs, perfectly visible to a man

trained in the swift changes that came in the administration and conduct of secondary schools during the war and immediately thereafter, it was evident that this school in Monroe was just another high school. For example, the record systems were old and out of date; dog-eared ledgers, piled on dusty shelves in the principal's closet, hard to locate and harder to interpret when once found, were a mute testimony to the type of school that had been providing a higher education for the boys and girls all these years. It was not that Monroe high school was a poor school; the trouble, so it seemed to Hamilton the further and further he went was, that a system, modern enough for a group of two or three hundred pupils a generation before, had remained virtually unchanged. The real truth, so he reflected was that the former principal was a scholarly, conservative, academic, fine example of that occasional type of schoolman who is content to cling to the sound edifice he has once built, to sit still, and watch the world rush past.

Those fine men here and there who have done so much for the children, but who might have done so much more, if they had grown up with the school. The expression found somewhere, "Salt of the earth." . . . But what if the salt has lost its savor in the flight of years?

However, to an active man with an alert imagination, possessed with a real desire to see a school go ahead and realize its possibilities, such a condition is nothing more nor less than a godsend. So it was with Hamilton. Here was something definitely worth while to be done, something that provided a real joy for his creative artistry. As he reviewed the situation in his spare moments, again and again the fact was borne home to him that former superintendents had been content to regard the high school with the tolerant eye which realizes that "Matters there are in pretty good shape; anyway, they are safe, and why should I bother my head about it just now when I have troubles of my own? Some time there will be a new principal, and — oh, well, it's his job, anyway, and I've plenty else to think about."

Strange, thought Hamilton, to fail to realize that towns change, too. Towns are not content; they grow up. Pupils visit other schools; with their parents they learn what other boys and girls are doing, and they crave these same opportunities for themselves. . . . Parenthetically, my dear fellow, how often have you sent delegations of your own pupils to visit other schools? You send your teachers, don't you? Isn't it possible a few bright youngsters might see things that older people might not? . . . In schools deprived of these ambitions, the entire personnel is likely to sink back into a passive, quiescent attitude, watch the same sun go up and the same sun go down from day to day, and, as Hamilton put it in an annoyed burst to Miss Ross, "be satisfied to ride in Model T's the rest of their lives."

"Or," as the practical Miss Ross replied, "some day they'll remember Henry Ford finally junked his Model T; and just about then they'll think it's about time for a new model to appear around the school."

To his list of problems Hamilton added that of the reconstruction of this school as the largest and certainly the most pressing, if he were to give the children of Monroe what they had brought him to Monroe to give. Factional fights, janitorial troubles, plotting of insubordinate Tyrones, were but incidents in the work ahead. They were complications, true enough, but not the main issue. The elementary and grammar schools might wait a little while; important they were, and they would certainly not be slighted, but the children there were not about to finish their common-school education. It seemed to him that those others who were so nearly ready to call it a day and go home, their time nearly spent, rightly deserved his first attention. Sometimes it is the best policy to begin at the end, rather than the start, paradoxical as the statement may seem.

The making over of a stagnant school, even under the best conditions, where the necessity is a matter of common knowledge, is no joke. It is a process that may very easily be misunderstood, and in the long run may hurt, rather than help. There are the alumni to be considered, who remember only the pleasant things in their loyalty to the kaleidoscopic whirl of their four years; be the past good or bad, this result of immediate irritations sloughed off in the passage of time with the consequence of a good-natured forgetfulness, is an asset to be jealously maintained. No use harping on things that have caused trouble in a student body in the past; former disappointments, gradually forgotten, should be allowed to stay forgotten. A new man may not criticize the past and maintain that loyalty. Belief in a school is not built up by fault finding, nor is it retained by such an attitude. "What has happened, has happened; forget it, and go ahead!"

There are traditions, wrapped closely around the school, which have their sentimental value, both among alumni who wish them preserved for old times' sake, as well as by the present generation of students; in the work of reconstruction, these traditions may not be lightly disturbed

# Prohibited Legislation Regarding Common Schools

Prof. Clarence E. Ackley, Pittsburgh, Pa.

This is the conclusion of an important paper, the first part of which appeared in the JOUR-NAL for December. The problems of school leg-

5. Creation and Alteration of Districts by Special Legislation. By an act of April 16, 1870, the legislature sought to extend the boundaries of Cincinnati, Ohio. In passing upon the constitutionality of the act a few months later, the supreme court of the state said:

1. The General Assembly cannot, by a special act,

create a corporation.

2. It cannot, by special act, confer additional powers upon corporations already existing.

3. In the purview of these propositions and of the constitutional provisions on which they are based, there is no distinction between private and municipal

Therefore the act "Be it enacted by the General Assembly of the State of Ohio, that the corporate limits of Cincinnati shall be as follows . . ." is a special act, and assumes to confer upon the corporation of the city additional powers which, as a municipal corporation, she did not already possess. 35

a) Distinction between School Districts and Municipal Corporations. In 1873, the Supreme Court of Georgia held that it was constitutional for the legislature to appoint a board of education within the limits of the local government, with power to appropriate and use the state appropriation and the local school funds, and to superintend and control the schools. It was declared that such a board would be but agents of the state. The fact that such a board might be created a body corporate did not affect its right to exercise the authority given to it as a board of education.36

In 1893, the Supreme Court of California drew a still clearer distinction between the corporate powers of a local board of school district

and a city charter:

The city is a corporation distinct from that of the school district, even though both are designated by the school district, even though both are designated by the same name, and embrace the same territory. The one dërives its authority directly from the legislature, through the general law providing for the establishment of schools throughout the state, while the authority of the other is found in the charter under which it is organized; and even though the charter may purport to define the powers and duties of its municipal officers in reference to the public schools in the same language as has the legislature in the political code, yet these powers and duties are referable to the

code, yet these powers and duties are referable to the legislative authority, and not to the charter."

b) Classification of Districts. In 1898, the Supreme Court of Montana held that laws classifying school districts with relation to population, for the purpose of electing trustees, and providing different methods of election in the different classes, does not destroy the system required by the constitution and does not otherwise violate said provision, since the classification is reasonable, and the operation of the act is reasonable and uniform on all districts within the classification, although in the beginning the classification extends to only a few districts.38 The same view was held in an important Pennsylvania case in 1912,39 and in a Michigan case in 1916.40

A great blow, however, was dealt to special legislation through the decision handed down in 1902 by the Supreme Court of Ohio. Suit had been carried to that court in order to determine the constitutionality of an Act of the Ohio Legislature of April 27, 1902, pertaining to police commissioners for Toledo, Ohio. In arguments supporting the constitutionality, it was alleged that an unbroken line of decisions, dating as far back as 1853, had sustained legislation based upon classification of cities. Judge Schauk. however, held the act to be unconstitutional be-

islation here discussed are fundamental and are constantly arising in new school legislation. cause violative of the constitutional provision that "The General Assembly shall pass no special act conferring corporate powers," and the

state." In rendering the opinion of the court, he

That there has long been classification of the municipalities of the state is true. It is also true that, while most of the acts conferring corporate powers upon separate municipalities by a classified description, instead of by name, have been passed without contest as to their validity, such classification was reluctantly hald by this court to be premissible.

provision that "all laws of a general nature

shall have general operation throughout the

held by this court to be permissible.

Originally, all the municipal corporations of the state were comprehended within the following classification: "cities of the first, and cities of the second class; in-corporated villages, and incorporated villages for special corporated villages, and incorporated villages for special purposes. . . . By an unvarying rule, the characteristic of population was made the basis of the classification. . . In the present view, grades of classes are but added classes. In these eleven classes the eleven principal cities of the state are isolated, so that an act conferring corporate power upon one of them by classified description, confers it upon no other. . . . Its real basis is found in the differing views or interests of those who promote legislation for the different municipalities of the state. . . . of the state. . . .
One of the most prominent of the purposes leading

to the adoption of the present constitution was to re-lieve the people of the evils of special legislation, legis-lation which was enacted by the votes of representa-tives who were indifferent to the subject, because the legislation did not affect their constituents."

Still more recently, the Supreme Court of In-diana has denounced sham classifications promulgated for the sake of evading constitutional

limitations on special legislation:

Designation of a certain city, generally by virtue of narrow limitation of population, without substantial distinction which will justify the restriction, making it absolutely certain that but one city will come under the effect of the law, constitutes an arbitrary classifica-

and the court held that such an effort at eva-sion is unconstitutional. For the same reason the Supreme Court of Minnesota, in 1926, declared unconstitutional an act applying to any county which in the 1920 census had a population between 28,300 and 28,500. Rice County was the only county to which it could apply.43

c) Alteration of Districts. In 1882, the Supreme Court of Ohio held to be unconstitutional an act of 1879 "to consolidate the territory comprising the Township of New London in Huron County, Ohio, into a special school disdeclaring that the act violated Article II, section 26 of the state constitution, which requires that laws regulating the organization and management of common schools must have a uniform operation throughout the state. The court said:

It does not require a prophetic eye to see that local legislation to suit the views of this locality and of that would soon impair the efficiency of our public schools—that while in some places they might be elevated, in others they would be degraded. True, in some localities, from density of population and other causes, different necessities may exist requiring modifications in the management of schools in order to attain the greatest efficiency; but for all such cases, ample provision can be made by judicious classification and discrimination in general laws.<sup>44</sup>

Seven proper later this court reversed this

Seven years later this court reversed this opinion, in the case of State v. Shearer, and

It may be conceded that the subject of common

schools is one of a general nature. But does it, thereschools is one of a general nature. But does it, therefore, follow that everything that relates to common schools must be provided for by a general law? Obviously this would be impractical. . . . The question of division of territory, like that of the erection of schoolhouses, and the securing of apparatus and other property necessary for the use of the schools, would seem to be so far of local concern merely that special necessities might safely be left to be provided for by special

In a New York case, in 1902, legislation altering school boundaries was challenged as being a violation of the obligation of contracts guaranteed by the Constitution of the United States, but the Supreme Court of that state held that, where the legislature is empowered by the constitution of the state to create, alter, or abolish municipal corporations, a law which takes territory from one school district and includes it in another does not violate the obligation of contracts, so far as the district from which the property is taken is concerned.46 The same view was held by the Supreme Court of the United States three years later in the case of Attorney-General v. Lowery. The Michigan legislature had formed a school district, the district of Jerome, from parts of several other districts and had provided for board members to serve until others were elected. The constitutionality of the act was challenged from many angles. The Michigan circuit court had rendered decision of ouster against the officers; the Michigan Supreme Court had affirmed the decision insofar as appointed board members were concerned. Justice McKenna, speaking for the Supreme Court of the United States, said:

We have already shown that the obligation of contracts is not impaired. The districts did not hold this property under any contract with the state but as a public agency. The legislature of the state has absolute power to make and change subordinate municipalities. 6. Special Legislation on School Financing.

A case decided by the Court of Appeals of Kentucky in 1873 pertained to the constitutionality of an act which sought to require a certain district to turn over school funds to one Halbert, owner of a private school, in return for the teaching of children of the common-school district. In the opinion of the court, such legislation would soon destroy the uniform system of schools which the constitution charged the legislature with the responsibility of establishing. The opinion contains words which go straight to the heart of the whole matter of special leg-

Special legislation which does not come in aid of the general system, or to relieve against hardships growing out of its provisions, or of the default of the officers by whom it is administered, and especially such as in-terferes with these officers in the discharge of their duties, or takes from them the right to control the funds set apart to the counties or districts for which they are acting, is calculated to destroy the system of common schools which the constitution declares shall be maintained.\*\*

Very frequently the courts have been called upon to determine the constitutionality of laws which, by one method or another, discriminated against the Negro in the financing of the common schools. The states were under no obligation to provide any funds for the education of the Negro child until the adoption of the Fourteenth Amendment, for until that time, the states were not obliged to regard the Negro as a citizen. 49 But since that time, the obligation

<sup>&</sup>lt;sup>35</sup>State ex rel. the Attorney-General v. City of Cincinnati, 20 thio St. 18 (1870).
<sup>36</sup>Americus Board of Public Education v. Barlow, 49 Ga. 232

<sup>&</sup>lt;sup>41</sup>State ex rel. Knisley et al. v. Jones et al., 66 Ohio S. 453 (1902). Also State v. Beacom et al., 66 Ohio S. 491 (1902). <sup>43</sup>Rosencranz v. City of Evansville, 194 Ind. 499 (1924). <sup>43</sup>Dedina v. School Board, 167 Minn. 421 (1926). <sup>44</sup>State v. Powers, 38 Ohio St. 54 (1882).

<sup>&</sup>lt;sup>48</sup>State v. Shearer, 46 Ohio St. 275 (1889). Decision questioned in 102 Ohio St. 305. <sup>48</sup>Board of Education v. Board of Education, 78 N.Y.S. 522, 76 App. Div. 355 (1902), affirmed (1904) 179 N.Y. 556, 71

<sup>\*\*</sup>Board of Education v. Board of Education, 78 N.Y.S. 522, 76 App. Div. 355 (1902), affirmed (1904) 179 N.Y. 556, 71 N.E. 1128.

\*\*Attorney-General v. Lowery, 199 U.S. 233 (1905).

\*\*Marshall v. Donovan, 73 Ky. 681 (1875); Cory v. Carter, 48 Ind. 327 (1874). The five important federal cases: Bertonneau v. School Directors of New Orleans, Federal Case 1361, 3 Woods 177 (1878); United States v. Buntin, (C.C. Ohio, 1882) 10 F. 730; Claybrook v. City of Owensboro, (C.C. Ky., 1884) 23 F. 634. Cummings v. Richmond County Board of Education, 175 U.S. 545 (1899); Gong Lung et al. v. Rice et al., 275 U.S. 78 (1927). See also note 32 ante.

of avoiding class legislation for the special purpose of favoring the white child in the financing of the schools has frequently been pointed out by the courts. Some of the efforts at discrimination condemned by the courts were: (1) taxation of white citizens' property for the schools of white children and of colored citizens' property for colored children; 50 (2) exempting colored citizens from both the taxation and the benefits thereof;51 (3) excluding colored children by implication from the benefits of the school fund.52

Another type of special legislation by which efforts have frequently been made to divert the common school fund is in the creation or support of institutions not properly classed within the scope of the common school system, such as: (1) state female normal school;<sup>53</sup> (2) astronomical observatory;<sup>54</sup> (3) a university for colored people;<sup>55</sup> (4) instruction in an orphan asylum;<sup>56</sup> (5) to any school or institution not under complete control of the state.<sup>57</sup> under complete control of the state.5

It has been held, however, that a statute which provides that one third of the school fund shall be distributed to the several cities, towns, and plantations, according to the number of scholars therein, and that two thirds of the said fund shall be distributed to the cities, towns, and plantations according to the valuation thereof does not deny the equal protection of the laws.58 The courts have also held to be constitutional acts permitting special tax districts to issue and sell bonds for common school purposes,59 and validating and enabling acts when the relief they provided could have been given

by general legislation.60 7. Special Legislation Regarding the Management of the Common Schools. In Table I it is shown that 24 of the state constitutions specify that there shall be no special legislation providing for the management of public schools"; 24 that there shall be no special legislation "granting special privileges, immunities, or franchises"; 13 that there shall be no special legislation "creating offices or prescribing powers and duties of school district offi-; nine that there shall be no special legislation violating the requirement that "general laws shall have uniform operation"; seven that there shall be no special laws "regulating the affairs of school districts." It is evident, therefore, that the framers of our constitutions were vitally interested in establishing systems of common schools managed according to a statewide policy instead of being managed in ac-

might devise. The court decisions pertaining to prohibitions against special legislation regarding the management of the common schools may be grouped under six rather definite headings, following a fairly distinct chronological sequence, as follows:

cordance with all the varieties of whim and

caprice the numerous localities and factions

a) The Quasi-Corporate Functions of Boards. The broad principles on which the states decided to manage their schools were stated in Bush v. Shipman<sup>61</sup> by the Supreme Court of Illinois in 1843; and again by the Supreme Court of Alabama in 1870, in the case of Mobile School Commissioners v. Putnam,62 namely:

A board of school commissioners is an irregular quasi-corporation, public in its character, and is sub-ject to legislative control. Such a corporation is created for public ends and purposes, and not for private benefit or emolument; consequently no contract exists between it and the state, the obligation of which is between it and the state, the obligation of which is secured and protected from impairment by the con-

b) When Charter Contains Specifications re Management. By a long line of important decisions, the courts make it plain that, regardless of special privileges and immunities cities, towns, and other incorporated districts may have obtained by special charter provisions, it is a fixed policy of the states to retain the management of the common schools by general laws enacted by the legislatures. To promulgate this management, the legislature may: (1) establish boards of education within the municipality or incorporated districts; 63 (2) confer upon these boards, as agents of the state, such powers and duties as it sees fit, including the management of levying and collecting taxes;64 (3) permit, in charters of counties and cities, provisions for doing more for the common schools than the general law requires, provided these provisions are not in conflict with the general law;65 (4) either repudiate or approve specifications of the city charter as to powers and duties of local school officials; 66 and (5) in any other reasonable manner necessary, maintain the policy of the state instead of local management of the common schools.67

c) Delegation of Management Permissible. The provision for a general and uniform system of common schools does not necessitate that the legislature must directly, and by a statute, levy all taxes for each locality, nor that it shall prescribe rules and regulations covering all the details of local management throughout the state. As early as 1875 the Supreme Court of Texas asserted that it was not only permissible but necessary for the legislature to delegate to local agents the oversight of many of the local details pertaining to the management of the common schools. The court

The machinery of the district boards is necessary in ascertaining the wants of each district, and to that end, the constitution provides for raising such sums by taxation in the several school districts "as will be nec-essary for school purposes."

When the school districts have been so formed, the

legislative power allowed to be delegated to them must be really vested in them.<sup>66</sup>

This view has been consistently maintained in numerous decisions from that time down to the present, but with the understanding always that these agents of the state derive all their authority from the legislature, not from the local community.69

d) Uniformity of Policy Required. In interpreting and serving the local needs, the legislature must manage the school affairs in such a way that there will be substantial uniformity of policy. This uniformity required will not necessitate that all local agents or boards be chosen in the same manner throughout the state,70 but it will require the establishment of a state-wide policy that will operate uniformly as to all districts of a given size or type throughout the state. It is, therefore, unconsti-

tutional for a legislature to provide that one city in the state may manage its schools through a board authorized to perpetuate its membership for a period of twenty years, while other cities of the state must accept a management under short-term appointments and with different restrictions as to their powers and duties.71

e) Uniformity of Details not Required. When a local community has met all the requirements essential for the maintenance of a state-wide uniformity as to the minimum essentials set up by the legislature, the law may provide conditions under which any local community desiring to do so may exceed the minimum requirements;72 for it is not necessary that there should be uniformity in all the details of the management of the schools.73

f) The State, at All Times, Retains Control. Regardless of any scheme of organization or any special or general plan of administration that may, for the time being, be in operation, the state, at all times, retains the control and management of the common schools. As was said by the Supreme Court of Michigan in

Provision for and control of our public-school system is a state matter, delegated to and lodged in the state legislature by the constitution in a separate ar-ticle entirely distinct from that relating to local government. The general policy of the state has been to re-tain control of its schools, to be administered throughout the state under state laws by local state agencies organized with plenary powers independent of the local government with which, by location and geographical boundaries, they are necessarily closely associated and to a greater or lesser extent authorized to co-operate. Education belongs to the state. It is no part of the local self-government inherent in the township or municipality except so far as the legislature may choose to make it such

8. Modification or Repeal of Special Legislation. Some of the constitutions provide that the legislature may repeal any existing special or local laws but shall not amend, extend, or modify any of the same. It has been held that special laws are not repealed by subsequent statutes general in their character; and a local or special act is not repealed or otherwise affected by the conflicting provisions of a subsequent general statute on the same subject. unless the legislative intent that such effect be given to the enactment is clearly manifest.75 The word *modify* in a constitutional provision declaring that special laws may be repealed but shall not be amended, extended, or modified is construed as synonymous with enlarge and extend,76 and does not prevent a partial repeal of a special statute,77 and an act which removes and takes from a special act a distinct and severable part is not within the prohibition of the constitution and is valid;78 and it has been held that this provision does not affect the authority of the legislature to provide additional compensation to that given to an officer by a special act for extra labor, where the extra service is for a short time only and is not permanent.79

A city has no constitutional or vested right to any particular set of regulatory laws. The legislature can change or repeal them. It may do so either by acting directly upon the laws themselves, or by changing the test of classification by the adoption of any other test which it might have adopted in the first instance.80

In jurisdictions where there is no constitutional inhibition against amending special stat-

(Concluded on Page 74)

<sup>80</sup>Claybrook v. Owensboro, 23 F. 634; Pruitt v. Commissioners,

<sup>\*\*</sup>School for Girls, 125 Ill. \$40, 1 L.R.A. 437 (1888).

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\*\*Curtis v. Whipple, 24 Wis. 350 (1869); Halbert v. Sparks, ante and citations in notes 53, 54, 55, 56.

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See note 11.
 Mobile School Commissioners v. Putnam, 44 Ala. 506 (1870).

<sup>\*\*</sup>See note 36.

\*\*Fuller v. Heath, 69 III. 296 (1878); also note 67.

\*\*SMcKenzie v. San Francisco Board of Education, 1 Calif. A.

\*\*406, 82 P. 392 (1905).

\*\*OKennedy v. Miller, 97 Calif., 429 (1893).

\*\*TMcQueen v. Port Huron, 194 Mich. 328 (1916); Attorney-General v. Lowrey, 199 U.S. 233 (1905); See also Chambers v.

State, 127 Ind. 365 (1890); Kimmons v. Jefferson County Board of Education, 204 Ala. 384; Americus Board of Education v. Barlow, 49 Ga. 232; Bufkin v. Mitchell, 106 Miss. 253; State v. Keaster, 82 Mont. 126; Oneida Board of Education v. Tuttle, 125 Misc. (N.Y.) 230, 211 N.Y.S. 413; Oklahoma County School District No. 71 v. Overholser, 17 Okla. 147.

\*\*Willis v. Owen, 43 Tex. 41 (1875); See also Robinson v. Schenck, 102 Ind. 307 (1885).

\*\*Peers v. Board of Education, 72 Ill. 508 (1874); State v. Board of Education, 35 Ohio St. 368 (1880); Crawfordsville v. Hays, 42 Ind. 200 (1873); Wilson v. School District, 36 Conn. 280 (1869); Donuhue v. Richards, 38 Me. 376 (1854); Garvin County School Board Dist. 18 v. Thompson, 24 Okla. 1, 103 P. 578 (1909).

\*\*Minsinger v. Rau, 236 Pa. 327 (1912), and cases reviewed therein.

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<sup>11</sup>Ellis v. Greaves, 82 Miss. 36 (1903).
12Smith v. Simmons, 129 Ky. 93 (1908); McKenzie v. San Francisco Board of Education, 1 Calif. A. 406, 82 P. 392 (1905).
12Bufkin v. Mitchell, 106 Miss. 253, 63 S. 458 (1913).
14McQueen v. Port Huron, 194 Mich. 328 (1916).
15White v. State, 11 D. (Ohio) 794.
16State v. Lincoln, 133 Minn. 510, 158 N.W. 50 (1916).
17State v. Erickson, 160 Minn. 510, 200 N.W. 813 (1924);
Also note 76.
18Note 76.
18Gard v. Otter Tail, 124 Minn. 136, 144 N.W. 748 (1913).

<sup>&</sup>lt;sup>10</sup>Gard v. Otter Tail, 124 Minn. 136, 144 N.W. 748 (1913). <sup>20</sup>State ex rel City of Virginia v. County Board of St. Louis County, 124 Minn. 126, 144 N.W. 756 (1913).



GENEROUSLY EQUIPPED BOOKSHELVES ARE AN ESSENTIAL PART OF THE MODERN SCHOOLROOM WHEREIN A WIDE RANGE OF READING INTERESTS ARE CAREFULLY FOSTERED

# An Instructional Supply Study in the Los Angeles City Elementary Schools

Charles L. Suffield, Administrative Research Department, Los Angeles City Schools

A simple plan for the study of instructional supply consumption was developed and used in the Los Angeles city elementary schools during the school year 1933–34. As a result of the findings, a similar study was approved for this year.

The plan was inexpensive to administer, and it is thought that it would be appropriate for

use in a school system of any size.

In Los Angeles, where the plan was used, the city elementary schools had an average daily attendance in 1933–34 of 131,217. The sum of \$166,129.99 was spent for instructional supplies by these schools. The supplies were provided from a central warehouse and were requisitioned by the schools from printed standard lists containing the stock number, unit, description, and estimated price of each. There were 500 items in the "general elementary standard" list alone. The individual schools

What the Records Revealed

delivered.

were charged with the cost of supplies when

The instructional-supply-expense appropriation for each of the 280 regular elementary schools was based on each school's average daily attendance. These schools, last year, were divided into five classifications according to their average daily attendance. Schools having the smaller average daily attendance records were granted the larger per capita instructional-supply allotments.

No attempt was made to limit the quantity consumed of any instructional-supply item appearing on the standard lists, if the total instructional-supply appropriation for the school were not exceeded.

From the warehouse records much valuable information concerning instructional-supply-consumption practices could be determined. The quantity and cost of each instructional-supply item ordered, by schools, and per average daily attendance, could be readily calcu-

lated. An instructional-supply index could be easily developed.

The warehouse records would not, however, reveal satisfactory answers to the following questions which, in these days of curtailed school revenues, have assumed much importance: How and to what purpose are instructional supplies being consumed in the classrooms? Are instructional supplies provided that are adequate in quantity and quality to meet the needs of a defensible educational program? Should the supply allotments be increased to aid in providing better learning situations, or should they be decreased to present and discourage waste and inefficiency in the consumption of instructional supplies?

#### Making Teachers Administratively Articulate

The most direct source of information for discovering "How and to what purpose are instructional supplies being consumed in the classrooms?" is the 5,600 elementary teachers of the Los Angeles city schools. Principals, supervisors, and assistant superintendents customarily speak for these teachers. This new instructional-supply study plan provides for the 5,600 teachers to be made articulate through typical teachers selected from their own ranks.

These typical teachers, of varying degrees of ability, are to be found in schools which vary in size, desirability of location, types of pupils, number of grades, and degrees of progressiveness of their principals. Schools and teachers may be classified roughly according to teaching methods used, into conventional, activity, and transitional. All of these factors were considered last year in selecting the schools and teachers for the instructional supply study. This year the study is particularly concerned with the instructional supply needs of superior teachers

Twelve schools were selected for the study this year — two from each of the six subdis-

tricts. Thirty-nine superior teachers are engaged in the study; from one to four in each of the twelve schools. Each half grade from the kindergarten through the eighth grade is represented.

Bulletins and printed forms were placed in the hands of the 39 teachers and the principals of the twelve schools. Excerpts from these bulletins are here quoted.

#### What the Teachers Were Asked to Report

To the Principals of the Twelve Elementary Schools:

Your school has been selected to assist the Bureau of Administrative Research in a study of supply consumption in its relation to the requirements of the modern curriculum. Future supply allotments will be influenced by the results of the study.

Your budget allotment for supplies during the current year has been made indefinite. You may order what you need from the standard list, but you must guard against wastefulness or misuse.

The character of the study requires that a careful inventory of supplies in the principal's storeroom and teachers' cupboards be made at the beginning of the first semester and at the close of each semester. The inventory will report each item for the whole school. Use the forms furnished by the Bureau of Administrative Research.

Detailed instructions which followed are omitted here.

Instructional Supply Study Bulletin for the 39 Teachers

With the realization that classroom teachers have a thoroughly practical knowledge of instructional supplies, and believing that it would be advantageous to the schools to tap this source of information, the superintendent's office, last semester, approved a supply study to be made by teachers in the following elementary schools: Amestoy Avenue, Chapman Avenue, Malabar Street, Raymond Avenue, and Torrance.

The reports subsequently submitted by the teachers in these schools were so complete and the contribution made by them was so valuable that

a similar study has been approved for this semester.

A limited number of selected teachers will be given permission to exceed the usual supply allowances. Two questions will be raised by each teacher

participating in the study:

a) Is this the most economical instructional supply item - not necessarily the cheapest - that I can use to provide the educative experiences most appropriate to the needs of my pupils and the requirements of the curriculum?

b) Is this the smallest amount of the most economical instructional supply item necessary to develop in my pupils the most appropriate knowledges, skills, and appreciations?

#### Supply Notes

Form A contains a list of 47 commonly used supply items. Columns 4 through 11 are to be filled in by the teacher. Columns 5 through 8 are for use in recording articles requisitioned during the semester.

Form B is to be used in listing supply items consumed that do not appear on Form A. Care should be taken to record accurately the "Stock Number," and the exact "Unit" if the item appears on the standard lists.

Supply items consumed that do not appear on the present standard lists should be described very carefully. The principal has copies of the standard lists.

If supplies consumed in the classrooms have been donated by the teacher or by other individuals or organizations, the teacher will please use a separate sheet to describe this phase of supply consumption.

Each teacher will keep a log or diary of her teaching activities as related to supply consumption. These logs should be similar to the mimeographed logs of the teachers of the Malabar Street

#### Forms and Helps for the Study

Form A, referred to in the bulletin, is reproduced in part below:

for the semester. The cost of supplies for a year was assumed to be twice the cost for a semester.

It was also assumed that the average daily attendance for each class for the year should be identical with the average daily attendance for the semester.

The total annual cost of instructional sup plies per teacher, divided by the average daily attendance for her class, gave the annual cost of supplies per average daily attendance for each teacher. These costs varied in the Malabar School from 49 cents to \$1.48. The items that increased the costs were easily identified in the records of some of the teachers.

The use of Forms A and B proved useful in disclosing variances in the practices of the teachers in the consumption of instructional supplies. The reasons back of these irregularities were to be found only upon an examination of the

logs or diaries kept by each of these teachers.

In the bulletin, which was placed in the hands of the 39 teachers, reference was made to the mimeographed logs of the Malabar teachers. These logs, excerpts of which appear in this article, were mimeographed, bound, and distributed to each of the 300 elementary schools. Private copies were given to each of the 39 teachers participating in the study this year.

#### Quotations from the Preface to the Logs

Quotations from the preface to these logs will indicate something of the nature and purpose of the logs:

The logs show briefly how superior teachers, in practical classroom situations in one Los Angeles elementary school, attempted to create adequate learning situations with the aid of instructional

supplies. . . . This publication is being submitted to the teach-

frank in their evaluations of instructional supplies and procedures. The administration showed its good faith by reproducing these unedited comments and distributing them to the elementary schools of the system. Some of the criticisms were based on misunderstandings that are now in process of being ironed out.

An abridged log of a fifth-grade teacher and few typical statements from some of the other teachers are presented here to illustrate the type of information that may be expected from the log instructional-supply-study technique.

# Excerpts from the Logs of the Malabar Street School Teachers

Teacher, Mrs. Myrtle A. Baker Grade A-5

February to June, 1934

Cost per pupil per year for instructional supplies

## $\begin{array}{c} \textit{UNIT OF INSTRUCTION} - \textit{OUR COUNTRY'S} \\ \textit{WORKERS} \end{array}$

This work is planned for classes who have had the units of work, A Vacation Trip Through Our Country, The Story of the Pilgrims, and Pioneer Life, the previous semester.

#### I. Aims

1. To provide a social situation that will develop habits of honesty, courtesy, and co-operation.

2. To provide an intellectual situation that will encourage curiosity, and develop initiative and thinking power.

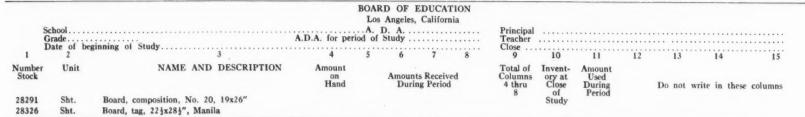
3. To develop skill in tool subjects.

4. To find out how the people in different parts of our country make a living.

5. To study the life of the people:

a) In an orange grove — two weeks. On a midwestern farm — three weeks.

c) In a fishing village — two weeks.



Form B was identical with Form A except that the spaces under the first three column heads were not printed. These columns were used by the teachers to record additional quantities of less common instructional-supply items consumed. Some teachers used over 150 different supply items during the semester.

The business department filled in the unit cost of each item and made the extensions. The total of the extensions was the total cost of instructional supplies consumed by each teacher

ers of the Los Angeles school system with the hope that a reading of the logs will stimulate a more critical review of their own teaching practices as related to the consumption of instructional supplies.

In order that better provision might be made in the future for the variety and quality of such sup-plies most appropriate to the specific learning situa-tions to be developed in the classrooms, these teachers were urged to evaluate the instructional supplies used. . . . The teachers who submitted logs were very

- d) On a cotton plantation two weeks.
- On a western cattle ranch—two weeks. In a logging camp—two weeks.
- g) In a coal-mining town two w
   h) In a harbor city two weeks. In a coal-mining town — two weeks.

II. Approach

In previous work it has been noted that people came to California in 1849 in search of gold, but stayed to raise fruits and other crops, which were more valuable than gold. A natural interest would come as to how this work has been developed in California.



A DISCARDED WORKBENCH BRINGS JOY AND PROFIT TO PRIMARY CHILDREN Familiarity with the use of simple tools is a necessary part of adjustment to an age where tools are of paramount importance.



THIS OLD MEXICAN WOMAN (AGED 10) SITS AT THE DOOR OF HER HUMBLE COTTAGE WAITING FOR HER CHILDREN TO COME HOME FROM SCHOOL

III. Things the Children May Do

1. Make a pictorial map showing kinds of fruit grown in the United states.

2. Bring in branches and leaves of various fruit trees.

Write business letters to different firms for information.

4. Show on outline maps sections producing corn. Compare with rainfall maps. Similar maps can be made for wheat and cotton.

Make wall maps and charts.

Make plats showing a California orange grove, and Iowa farm, a coal mine, etc.

7. Prepare exhibits on corn products, wheat

8. Give reports on individual trips taken to dairies, farms, bakeries, canneries, etc.

9. Plant grains in pots to watch growth in school-

Collect pictures and news items. 10.

Bring books from the library and home. 12. Prepare talks and short plays for other

classes. Outlines (One for each of the eight studies IV.

listed under 5 of Aims.) Books (Books available to the pupils for the study of each of the units under 5 of Aims

were listed with page references.) Outcomes

Evidence of growth in desirable social habits. Increased skill in tool subjects.

Definite knowledge of where, why, and how the following industries are carried on in the United States: fruit growing, farming, ranching, fishing, lumbering, and shipping.

VII. Bibliography (General bibliography for the whole unit with exact annotated references.)

#### Abridged Log Grade 5-A Teacher

April 11, 1934. This is the second week of work on the study, Fishing and Sea Life. Children used scratch paper, 6 by 9 inches, to write outlines for oral talks

April 12. Today I gave four boys a yard of muslin which had been hemmed. They are planning to make four pictures showing fishermen do-

ing different kinds of work.

April 13. We used twenty blue poster papers to mount paintings of fish done in the art room. Used one roll of blue crepe paper for cupboard and two yards of blue cambric, which had been used before. Probably the crepe paper can be used again

April 20. Each child used manila paper, 3 by 6 inches, to cut out fish. Invitations to parents were written on these. A program on Fishing and Sea Life is to be given during Public Education Week.

May 12. Sent home four children with typing paper. They will type group captains' outlines. Examples of these are included.

May 14. Used wrapping paper, paper clips, and kraft paper to prepare materials to take to Miss Duggan's exhibit. Gave out four pieces of tagboard for posters on Forest Conservation.

May 15. Used 12 pieces of orange poster paper and 14 purple pieces to mount sketches of trees

May 17. Gave out 68 pieces of cardboard, 9 by 12 inches, for book covers in which the children will keep their work on trees.

May 21. Class used gray bogus, 18 by 24 inches, to make illustrations and charts to be used in con-nection with oral reports on Workers in Our Forests.

May 25. Gave children cardboards,  $6\frac{1}{2}$  by  $6\frac{1}{2}$ inches, and adhesive paper tape to be used in mounting and classifying pressed leaves.

Gave out outline maps of United States to be used in showing coal regions in the United States. Used yellow poster paper to mount drawing of coal miners.

June 11. Used gray bogus paper, 18 by 24 inches, for the mounting of maps. Drawings of coal mining will be made on the gray paper as borders

for maps.

June 13. It occurs to me that the outline maps would be just as satisfactory if they were printed on cheaper paper. Ink paper has been used during the semester for penmanship lessons, written tests, written language lessons, spelling lessons, written reports, book reports, lists of reference readings, and outlines of work. Both sides of the paper have always been used. It is possible to use much of the poster paper more than once in displaying drawings and pictures. We use pins and thumb tacks instead of pasting the pictures. The oilcloth



LAST WE ARE PERMITTED TO VIEW THE INNER WORKINGS OF UNCLE SAM'S POST OFFICE Buildings, equipment, and unitorms are the products of the children's ingenuity. A first-grade class in the Los Angeles city schools developed this project.

used for tables can be used later for pictorial maps by cutting off the worn edges.

#### Brief Excerpts from the Log of a First-Grade Teacher

Some of the bogus paper sent was of a very excellent quality, fine for mounting pictures, but too stiff for little children to handle. . . . I feel that the quality of lumber sent us is too expensive for little children. We could use a cheaper grade I feel that much of our construction work could be made from discarded material (boxes, etc.), with a minimum of purchased lumber.

Occasionally our paste is very thin and watery. Frequently, a heavy grade of unbleached muslin is sent to us. This grade is excellent for art work with older children, but is too heavy for little children to be able to put a needle through. A cheaper grade is much better for our needs.

The nails used. I purchased — 20 cents assorted. The nails supplied us are often too large; they split the boards. . .

#### Excerpts from Log of B-4 Teacher

The amount of material and the variety of materials used during a term depend largely upon the unit of work chosen and the group of children. . . . Our "Thrifty Folder" is ever full of scraps of

usable paper for practice in spelling, drill work in arithmetic, first sketches of original stories, etc. . . .

#### Excerpts from Log of Art Teacher for A-6 Grade

The children wish to illustrate the new experiences which they are gaining through their social studies, or they are planning a play which demands scenery and costumes, or they must have posters. Art lessons are planned to meet the situation.

I feel that it would greatly curtail the activity program to set arbitrary limits on the amount of materials that a given class could or should use in a given time. Creative expression cannot be too closely bound by hard-and-fast rules, or it ceases to function. One class may find water colors its medium of artistic expression while another class expresses itself through dramatics. Both classes could be studying Greece, but the kind and amount of art materials used would differ widely.

#### Findings and Conclusions

Superior teachers in the Los Angeles city schools were willing to undertake the labor involved in keeping logs and records of the consumption of instructional supplies if they were made partners in the enterprise, assured of proper recognition, and convinced that their work would result in improved practices.

Teachers, who were given a semester in which to reflect directly upon the problems of instructional-supply consumption, made valuable, constructive, penetrating observations about in-

structional-supply items and practices.

The criticisms and suggestions concerning supplies, when summarized, were of practical value to the business department and the instructional-supply standardization committees. The suggestions for improved efficiency in the consumption of instructional supplies in the classrooms were of value when placed at the disposal of the teachers.

The question, "How and to what purpose are instructional supplies being consumed in the classrooms?" was answered rather adequately in the logs. The validity of the answers, as representative of system-wide practices, depended upon the adequacy of the sampling in the selection of schools and teachers.

The logs presented in a convenient form a cross section of the classroom practices in instructional-supply consumption that could be readily reviewed and evaluated by a number of administrators. Using the logs as typical of conditions throughout the system, the administrators, with the additional information provided in Forms A and B were in a position to predict, with a fair degree of success, how the educational program would be affected in the various types and classifications of schools, by an increase or decrease in the instructional-supply allotments.

Some of the teachers expended from their personal funds as much as \$3 a month. Nearly all spent something.

The administration was informed concretely of the nonstandardized nature of the activity program. The teachers were emphatic in their protests against setting "arbitrary limits on the amount of materials that a given class could or should use in a given time.

If the suggestions for the improvement of instructional-supply items and practices described in the teachers' logs were all disregarded, the study would still have value. The teaching practices, described in the mimeographed logs for each of the six grades, represented approved teaching practices for the Los Angeles city elementary schools. The reading of these logs by other teachers of the system proved stimulating to them in their teaching and resulted in the improvement of instruction as related to instructional-supply consumption.

Author's Note — Doctors Osman R. Hull and Willard S. Ford, Directors of the recently completed Los Angeles City Schools Survey, suggested this study to the writer, It was approved by Superintendent Bouelle. Assistant Superintendent Robert Hill Lane personally selected for the study the teachers of the Malabar School of which Miss Margaret Barnard is principal. Dr. Paul Webb, Director of Administrative Research, is directly responsible for this year's study.

# School Administration in Action

## THE JANITOR'S SUMMER SCHEDULE

#### N. C. Kearney, Superintendent of Schools, Hancock, Minnesota

In small towns and villages, superintendents are sometimes hired on a nine-months' basis, and in both small and large towns an increasing number of superintendents find it desirable to attend summer school, to travel, or for some other reason to be absent from their communities during the summer months. Since this is the time when the school plant is overhauled, cleaned, redecorated, and placed in repair for the coming school year, some plan must be devised so that the work can be effectively done in the absence of the superintendent.

#### Preparing the Schedule

Probably the most unreliable plan is to tell the janitor what is required and trust that it will be done. A committee or a member of the school board might be designated to supervise the summer's work. None of these procedures will work well, however, unless a careful summer schedule of the necessary work has been drawn. The preliminary glance at the summer's work will be taken at the time the budget is prepared since it is then that the next year's costs must be determined, at least within certain limits. As a result of the early survey, a list will be made of the things to be done and the cost of the necessary materials will be determined. The list should be made only after a careful survey of the school plant and conferences with the janitorial staff and the teachers. The educational program for the coming year should be carefully considered, particularly such items as changes in rooms, equipment, and the staging of extracurricular activities.

When the lists have been determined and prices set, conferences should be called with those who must do the work. Generally the janitorial staff will be all that is involved, but sometimes plumbers, plasterers, and painters not regularly listed on the school's payrolls will be included. Time estimates must be worked out for each job on the list. Care must be taken that the work is so arranged that each job will have to be done but once. Plumbers are prone to tear up newly treated floors and painters are equally adept at undoing work already When everything is arranged in order, with time estimates figured for each item, including the janitor's customary vacation, the schedule can be finished by arranging the items in time sequence.

#### Job and Time Estimates

The schedule we have used in Hancock for the past four summers has proved efficient in our small systems. It has been made up in three columns, the first of which has listed the piece of work to be done and brief specifications where necessary. The second column includes the time estimates, and the third column is for the list of materials needed and the outside help to be hired. In making the complete summer's plan, time is left free each week for the care of lawns and shrubs, and all time estimates are sufficiently liberal to preserve the effectiveness of the schedule. I believe that workers will more earnestly strive to exceed a reasonable schedule than they will to live up to an unreasonable one. When the actual workers participate in making the time estimates, no element of slave driving enters into the procedure.

#### Checking the Progress of Work

When the schedule is completed, it is presented to the board and is generally accepted without change. It then becomes necessary to hire the extra help and purchase the necessary materials mentioned in the plan. Copies of the schedule are posted on the janitor's bulletin board, the superintendent's bulletin board, and one copy is given to each member of the school board. Copies are nailed or handed to the extra workers who may be engaged to do work during the summer. These workers are handed a note at the same time, stressing the importance of doing the work at the specified time. A small committee of board members has sometimes been appointed to check on the work as it progresses. While this is unquestionably a good plan in the absence of the superintendent, the committee will probably find but little to do if the schedule has been carefully planned. The janitor is urged to communicate with the superintendent if he is within reach, or with the school board, if something unforseen occurs.

This whole paper assumes that the ignitor is hired on a twelve-months' basis. A well-chosen and well-prepared janitor-engineer will prove to be a wise investment if retained during the summer months. The upkeep of the buildings, including painting, varnishing, plumbing, resurfacing blackboards, caring for windows, and similar tasks should be attended to. The best time to do such work is when the schools are not in session and when there is no consequent loss in educational efficiency. If the work is done during the summer, the advantage of a carefully made schedule is obvious in any case, but particularly so in the absence of those whose job it is to supervise the staff which cares for the buildings.

# A SCORE CARD FOR DETERMINING THE SANITARY CONDITION OF SCHOOL BUILDINGS

A score card recently devised by Mr. W. C. McGinnis, Superintendent of Schools of Perth Amboy, N. J., has been designed to be used in judging and recording the care of school buildings and the effectiveness of the custodial service rendered. It is intended primarily for the use of school nurses in formulating their monthly reports and records simply the sanitary conditions noted at the time of the inspection. No provision has been made for the judging of procedures or frequency of cleaning.

All scores are recorded on the basis of the standards set, which include standards A and B, and standards C and D. Under Standards A and B, walks and outside steps and school grounds should be free from dirt, wastepaper, etc. Floors should be as clean as those of a well-kept residence kitchen. Walls and windows should be free from dust and hand soil. Stairs and landings should be free from dust and "gummed" dirt deposits in corners. Inspection should be made early in the school day. Seats and desks should be free from handsoil. Radiator and ventilator openings should be free from dust.

Under Standards C and D, the standards for A and B also apply. Floors and walls of toilets should be as clean as those in the bathroom of an ordinary home. The walls should be free from pencil marks. Toilet bowls and seats should be clean. Ventilating or fresh-air rooms should be clean and free from stored material.

The score card, which is reproduced herewith, provides for the following score equivalents: Excellent, 105 to 115; very good, 95 to 104; good, 85 to 94; poor, 75 to 84; very poor, below 75.

The card contains space for the name of the school, the name of the person who recorded the score, and the date of the inspection of the school building.

SCUI	er	14				
	A Sanitation Score Car		2	3		
A .	Condition of mallos and autoids	1	2	3	4	
A1	Condition of walks and outside	3				
2	steps and grounds	-				
2	Condition of corridor floors	10				
3	Condition of corridor walls	5		22		
4	Condition of stairs and landings	15		33		
	Classrooms and Special R					
B1	Condition of floors	18				
2	Condition of seats and desks	5				
3	Condition of windows	6				
4	Condition of radiators	2				
5	Condition of blackboards	2		33		
	Basements					
C1	Condition of corridor floors and					
	walls	7				
2	Condition of playrooms and					
	other rooms	10				
3	Condition of toilet rooms	20				
4	Condition of boiler and furnace					
	rooms and ventilating rooms	5		42		
	Offices and Nurses' Roo	ms				
D1	Condition of floors	4				
2	Condition of walls	1				
3	Condition of windows	1				
4	Condition of radiators	1		7		
Tot	al	115		115		

\*Columns 1 and 3 represent standard scores.

### THE "FORGOTTEN MEN" OF THE SCHOOL SYSTEM

#### O. S. Hubbard, Superintendent of Schools, Fresno, California

A school system cannot function without teachers. Society recognizes this fact and from time immemorial nations have paid homage to teachers. Though sometimes tardy and inadequate, this recognition is well deserved, and I would be the last to detract from it one jot or tittle.

I plead for recognition for a large and important group of public-school servants who might be appropriately designated the "forgotten men" of the school system. This group comprises the many specialized workers, most of whom have been added to the staff as schools have grown in size and broadened in function.

Without the help of these ghost workers, teaching would be difficult, if not impossible. Therefore, as we honor teachers let us remember these unsung workers in every school department:

The Laborer whose work along so many lines is basic of the operation of any school system.

The Janitor who keeps the building sanitary and comfortable so that the pupils and teachers can

comfortable so that the pupils and teachers can work to best advantage.

The Gardener who makes the schoolyard a place

of beauty and inspiration for all who see it.

The Mechanic who is responsible for the important work of maintaining school plant and equipment.

The Storekeeper who assembles necessary supplies, books, and other materials without which instruction would not be possible.

The Truck Driver who carries these supplies and materials to the school.

The Cook who gives herself in the preparation of nutritious food in order that children may build strong and healthy bodies.

The Clerical Worker whose indispensable contribution lies in keeping important records of all kinds without which there would be much confusion in the temple of education.

in the temple of education.

The School Nurse who exercises watchful supervision over the health of the children assigned to her care and is a significant link in the chain binding school and home together.

The Telephone Operator who "smiles over the wires" and bridges the gap between the schools and the central office as she gives and receives hundreds of messages each day.

The Secretary who answers a million questions for the "boss" and otherwise relieves him of innumerable small but important details so that he can devote his time and thought to more fundamental educational problems

mental educational problems.

The School-Board Member who, without compensation, gives generously of his time, thought, and energy in the formulation of educational policies for his district, and whose only compensa-

(Concluded on Page 72)

# The Reorganization of the Los Angeles Schools

Emmanuel E. Ericson, State Teachers College, Santa Barbara, California

The survey method as an approach to changes and improvements of existing conditions has been subject to criticism on two counts. One of these is that the method is too slow and complicated, to the extent that findings become out of date in our rapidly changing society before they are published or otherwise made available for use. The other is that surveys, after they finally are completed, are usually put on the shelf or in reference libraries but are seldom used for practical purposes as a determinant factor upon which definite action is

Neither of these criticisms can be levied against the recent Los Angeles school survey, however, for within eight months after authorizing the survey the board of education had not only received complete reports and recommendations but had taken major steps in the reorganization which became effective this year.

#### The Survey

In July, 1933, the Los Angeles Board of Educa-tion appointed Dr. O. R. Hull and Dr. Willard S. Ford, both professors of education at the University of Southern California, to conduct an educational survey for the Los Angeles City School Dis-trict and to make recommendations for such changes in policy, personnel, and administration as would point toward greater efficiency in the educa-tional programs of that district.

To assist these two directors a survey advisory council was established, made up of the following persons: W. W. Kemp, dean of the school of education, University of California at Berkeley; Marvin L. Darsie, dean of the school of education, University of California at Los Angeles; Lester B. Rogers, dean of the school of education, University of Southern California; Grayson N. Kefauver, dean of the school of education, Stanford University; Arthur W. Eckman, member of the Los Angeles Board of Education; and Edward W. Hauck, also a member of the Los Angeles Board of Education, who acted as chairman of the advisory council.

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The scope of this study can better be appreciated if it is mentioned that in Los Angeles with its population of nearly one and one-half million inhabitants there are 386 schools in operation, and 360,-000 pupils in the schools. These pupils are taught by 10,500 teachers. This means that the Los Angeles City School District has about one third of the total school population of California, and slightly over one fifth of the teachers of the state. The lower portion of teachers may, of course, be explained by the fact that conditions in the small rural schools and in small communities make it



MR. FRANK A. BOUELLE Los Angeles, California



DR .WILLARD S. FORD Chief Deputy Superintendent of Schools, Los Angeles.



MR. H. A. CAMPION Assistant Superintendent of Schools Los Angeles.



impossible to arrange for a uniformly high teaching load such as can be maintained in a large city.

Immediately upon receiving the report of the survey the board began its rapid work of reorgan-ization, and at the beginning of the present school year the new machinery was placed in operation.

#### Important Recommendations

Several fundamental changes in policy and administration of the school system were recom-mended and accepted. Perhaps the most important of these was directed against the practice of maintaining several separate administrative departments of the board of education, each with more or less definitely specified functions, but each directly responsible to the board. The separate units which were so maintained were the Educational Department, the Business Department, the Auditing Department, and Department of the Secretary to the Board of Education. In keeping with the recommendations of the survey these departments have now been co-ordinated under the unified direction of the superintendent of schools as the chief executive officer of the board. Provision was made for assistance for the executive office through the new position of a chief deputy superintendent.

The new arrangement will be recognized by those familiar with school administration as unit or centralized administration.

tralized administrative control. The practice has met with increasing favor by schools in large and small communities, and is generally recognized by authorities on school administration as leading toward greater efficiency. It is pointed out in the survey report that not less than 140 school organizations in cities of 250,000 and under have been identified as operating under this type of administrative setup, while among the better known com-

munities practicing it are Denver, Minneapolis, Des Moines, Detroit, Baltimore, and New York.

It is shown further in the survey report that under the unit control "all matters coming before the board of education are presented by the su-perintendent of schools, with the assistance of his advisory council." The members of the advisory council are, in addition to the chief deputy super-intendent, the business manager, the controller, the secretary, the deputy superintendent in charge of instruction and curriculum, the director of budget and research, and the deputy superintendent in charge of the service division. The accompanying chart shows the position of these offices with reference to the other personnel.

#### The Assistant Superintendents

Another important change recommended and put into practice is that which has to do with the scope of activities of assistant superintendents in charge of instruction. Formerly these superintendents were located with centralized offices at the headquarters of the board of education, and their func-tions were limited to certain types of schools for the whole system, as elementary schools, junior high schools, etc. Now these superintendents, of which there are six in number, have been reassigned and the schools regrouped so that each superintendent has full charge of all levels of instruction and supervision in a district or section of the city. Each one of these section superintendents now has his office in the particular district or section which he is serving; this practice being instituted for the purpose of maintaining a closer contact between the administration and the schools and the com-munity or neighborhoods served.

Other policies and practices adopted as a result of the recommendations have to do with the elimination of overlapping and duplication of services; reducing the amount of business to be done by standing committees of the board of education; co-ordinating curriculum and instructional activities under a deputy superintendent; and establishing a division of budget and research, in which are in-cluded administrative research and schoolhouse planning. Another new feature is the personnel section under which is included both certificated and noncertificated personnel and which is headed by an assistant superintendent.

The accompanying chart, to which reference has been made previously, indicates the effect of many of these provisions and shows the flow of authority and the division of responsibilities.

#### The New Personnel

In presenting a brief sketch of the new personnel, emphasis will be given mainly to new positions and appointments.

One of the first official acts of the board of education in consideration of the survey recommenda-tions was to appoint Dr. Willard S. Ford, one of the two directors of the survey, as chief deputy superintendent of schools. As shown by the chart, his functions cover the same general scope as that of the superintendent, Frank A. Bouelle.

Dr. Ford is a native of Wisconsin where he received the B.A. degree from Lawrence College. He started his teaching in rural schools and became superintendent of schools in New London in 1916. After attending the University of Wisconsin in the summer of 1916 and the Stout Institute in 1919, he became director of vocational education in Appleton, Wisconsin, a position which he held until 1924. In 1925 his name appears among the persons who received the M.A. degree in education at Teachers College, Columbia University, and in the following year he received the Ph.D. from the same institution. The University of Missouri listed him as a lecturer in its suppress section of 1026

same institution. The University of Missouri listed him as a lecturer in its summer session of 1926 and in the same year he became professor of education at the University of Southern California where he remained until his present appointment. For the various positions shown upon the chart we find in the six divisions falling directly under the superintendent and the chief deputy superintendent the following heads: business manager, John D. Scouller; controller, C. F. Lenz; secretary,

H. E. Griffin; deputy superintendent of instruction and curriculum, Arthur Gould, who for many years has been assistant and deputy superintendent for the Los Angeles city schools; budget and research division, Paul E. Webb, who was promoted from among the teaching force of the system; and for the service division, William L. Richer.

Dr. Webb's appointment as director of budget and research corporate to him in recognition of services.

Dr. Webb's appointment as director of budget and research comes to him in recognition of service already rendered within the Los Angeles school system. He became a part of that system through the annexation of the Huntington Park High School by the Los Angeles district a few years ago. He has served the Huntington Park High School in the capacity of director of research and guidance from 1926, with the exception of the years 1931 and 1932 when he was staff associate in the Carnegie Foundations Study of Higher Education in California, and last year when he studied at Yale University.

University.
Dr. Webb received his B.A. degree from Pomona College in 1917, and in 1925 the A.M. was given him by the University of Southern California. His Ph.D. degree was obtained from Yale University last spring

#### Special Assistant Superintendents

It will be noticed that under the six divisions mentioned, two assistant superintendents' positions appear. These are both new positions in the system. One covers the adult- and vocational-education section and is headed by Howard A. Campion who was promoted from his position as principal of the Frank Wiggins Trade School; the other is the superintendency of personnel under Louis B. Travers, who is the third of the "outsiders" previously mentioned.

A few words in regard to these two assistant superintendents will be of interest. Mr. Campion is a native of Minnesota where he graduated from the Faribault High School. He finished a teachertraining course at The Stout Institute, Wisconsin, and took his first position as teacher of manual arts in Boise, Idaho, in 1914. After some years he left the teaching profession for a brief period of work in the field of architecture in Spokane, Washington. At the close of the world war he appears again in educational activities, this time as assistant superintendent of schools in Stockton, California, where he was in charge of vocational guidance and placement as well as adult and vocational education. In 1923 he became associated with Prof. Ben. W. Johnson in vocational teacher-training at the University of California at Los Angeles, and in

1925 he was appointed as principal of the Frank Wiggins Trade School, a position which he held until his present appointment became effective. The esteem in which he was held by the faculty of his school was manifest by the fact that he was given, as a parting token of good will, a life membership in the American Vocational Association by this group of teachers who had worked under his leadership for nine consecutive years. His academic and professional training has been augmented during the time of his services in Southern California by a B.A. degree from the University of California at Los Angeles, and an M.A. degree from the University of Southern California.

and professional training has been augmented during the time of his services in Southern California by a B.A. degree from the University of California at Los Angeles, and an M.A. degree from the University of Southern California.

His present position places Mr. Campion in charge of all vocational, adult, and part-time education for the school system. This includes agriculture, home economics, practical arts, commercial education, etc., for all types of schools; with a large staff of supervisors at work in these various fields.

Mr. Travers held the position of chief of continuation and adult education for the State of California with headquarters in Los Angeles when receiving his present appointment. His career is similar to that of Mr. Campion and that of Dr. Ford in that a large part of his experience has been in the field of special education. He is a native of Spokane, Washington, where he learned the cabinet-making trade and followed it a number of years. Becoming ambitious to obtain a college education he abandoned the trade for a period of attendance at the Washington State College, and then became a teacher of shopwork and later of vocational education for the State of Washington, and in 1925 regional director for the Federal Board for Vocational Education. His next move was to Oakland, California, where he was made director of adult and continuation education in 1926. In 1931 he was given the appointment by the state department of education which he held until this year.

Now the Los Angeles Board of Education has placed upon him the responsibility for all its personnel consisting of 15,000 employees. Of these, more than 10,000 are teachers and the rest noncertificated personnel. The first major task to which Mr. Travers has directed his attention is to set up a civil-service system for the noncertificated group, which will include selection, classifying, rating, and training this group of workers.

#### Sectional Superintendents

The six sectional superintendencies under the general direction of Arthur Gould are held by the

following persons, all of whom either had the rank of superintendents previously or were promoted from within the school system. Instructional Section I, Elizabeth Bates, who was formerly assistant superintendent of personnel and assignment; Instructional Section II, Katharine Carey, previously assistant superintendent of elementary schools; Instructional Section III, Warren C. Conrad, also formerly assistant superintendent of elementary schools; Instructional Section IV, Luke L. Gallup, formerly assistant superintendent of elementary schools; Instructional Section V, Robert H. Lane who has held a similar position in Los Angeles for many years; and Instructional Section VI, Charles B. Moore, formerly principal of Franklin High School in Los Angeles.

#### Conclusions

Obviously the objective of the survey and the subsequent recommendations was to promote better methods of administration and more efficiency in educational procedure for the school population in the Los Angeles School District. The vigorous action already taken by the board of education indicates an earnest attitude and a courageous determination to place the Los Angeles schools on a new high place of service and accomplishment

termination to place the Los Angeles schools on a new high plane of service and accomplishment. To this end valuable groundwork has unquestionably been laid through the administrative reorganization discussed in this article. Rapid changes in educational methods in keeping with modern social and educational philosophy have been omitted from this presentation. Experimentation and reorganization within these fields, now being launched in the Los Angeles schools will be noticed with interest by educational administrators and teachers who are looking forward to new opportunities for increasing the effectiveness of democratic education in America.

#### ILLINOIS TEACHERS' PENSION SURVEY

In order to determine whether the teachers' pension system of Illinois is sufficient to secure comfort and security for those who come under its provisions, the Illinois City Superintendents Association recently instituted a survey.

stituted a survey.

In summarizing its findings, the Association report says: "The typical Illinois elementary teacher is a woman 35 years of age. She has taught 15 years and is ready to enter the third classification of the Teachers' Retirement Plan. She has an old-line life-insurance policy of some sort, the face of the policy being \$1,896 to \$2,430 and an average of \$1,760."

The administrators make the following recommen-

The administrators make the following recommendations: (1) Encourage every teacher to become a contributor to the Illinois Teachers' Pension and Retirement Fund; this will help a small number of teachers—but they need this help. (2) Urge every teacher to adopt some safe form of savings for retirement. Old-line life-insurance policies of various types are one of the best forms for this purpose. Some boards of education require that a teacher be the holder of an old-line life-insurance policy as a prerequisite to her employment. (3) Encourage boards of education to pay a sufficient scale of wages so that there shall be a reasonable margin for savings after necessary living expenses are paid. (4) Work for a statute that would at least legalize group insurance through individual boards of education and for a statute which permits school boards to conduct salary-deduction insurance. (5) Work for an increase in the amount of the pension and retirement fund.

### PROPOSED PROGRAM FOR ARKANSAS' SCHOOLS

The State of Arkansas finds that decisive legislative steps must be taken to bring the schools of the state upon a proper basis. The tax assessments have dropped from \$624,000,000 for 1929 to \$434,000,000 for 1934. The current revenues for schools have decreased from \$14,000,000 in 1929-30 to \$10,400,000 in 1933-34

The current revenues for schools have decreased from \$14,000,000 in 1929-30 to \$10,400,000 in 1933-34.

Among the bills prepared is one which provides for a 3-per-cent sales tax, which is estimated will yield a revenue of five and a quarter million dollars. The supervisory powers of the state board of education are to be strengthened. A system of nonsalaried county-school commissioners is to be created in the 40 counties of the state.

There is to be a new setup for a state school fund, 5 per cent of which shall go for emergency service, and too belongs for emergel expectationing.

Another measure aims to unify elections for three types of school districts (a) rural districts having a school enumeration of 150 in 1933 to be controlled by three directors, (b) districts in which there is located a city of the first class to be controlled by six directors, (c) all other districts to be controlled by five directors. Annual school elections to be held on the first Tuesday.

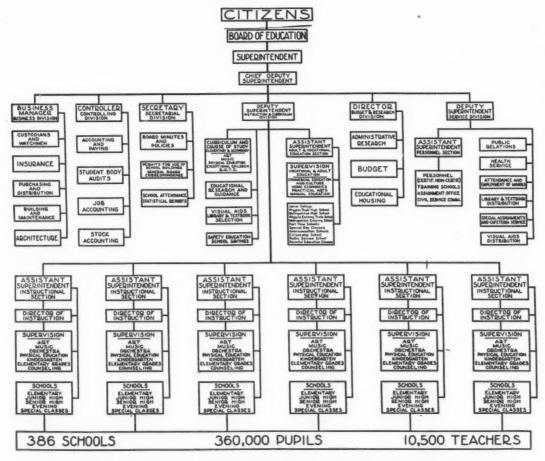


CHART OF ADMINISTRATIVE ORGANIZATION OF LOS ANGELES CITY SCHOOLS IN EFFECT FOR FISCAL YEAR 1934-35



GENERAL EXTERIOR VIEW, SENIOR HIGH SCHOOL, PORT CHESTER, NEW YORK Tooker & Marsh, Architects, New York, New York,

# Recent School-Building Work of Tooker & Marsh, Architects

Described by the Administrative Heads of the Respective Schools

# THE PORT CHESTER, NEW YORK, SENIOR HIGH SCHOOL

Lorenzo H. Knapp, Principal

The Union Free School District No. 4, Town of Rye. Westchester County, New York, consists of the village of Port Chester and certain unincorporated areas of the township which adjoin the village. Port Chester is a suburb of New York City, with two distinct groups of residents: a large number of commuters who are engaged in business in New York and those who are connected with local manufacturing and mercantile interests.

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in New York and those who are connected with local manufacturing and mercantile interests.

The population of Port Chester was 22,662 in 1930 and that of the entire school district is now estimated at 23,927. The racial origins are many. The assessed valuation of all property within the district taxable for school purposes is \$61,791,294. There are 5,542 pupils now registered in the public schools, of whom 1,132 are in the senior-high-school building.

school building.

It was decided in 1930 to erect a senior high school which would offer diverse curricula, with special opportunity for the noncollege group. A site of 23 acres had already been made available. The contour of the landscape lent itself to architectural planning of a high order. General construction work was started December 11, 1930, and the building was occupied February 1, 1932.

Provision for creative activities on the part of the children and a recognition of the importance of social values to be derived from the so-called extracurricular program determined to a large extent the type of building erected. These requirements called for a larger and more expensively equipped plan than was deemed necessary a genera-

Diplomas are granted in the fields of business, industrial arts, home economics, art, and music, as well as in college entrance and academic subjects. About one half of the pupils specialize in business subjects, the greater number take one or more courses in industrial or household arts, and many are graduated in music or art.

The objectives of the industrial-arts program are achieved through design and construction of useful and ornamental products in four well-equipped laboratories, or shops, supplemented by readings, investigations, discussions, films, visits reports, and similar activities characteristic of

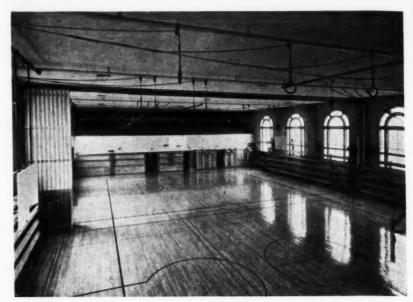
youthful interests and aptitudes in things industrial. Approximately 80 per cent of the time is used for the manipulative work and 20 per cent for the related work. The woodwork laboratory provides simple furniture construction, carpentry, cabinetmaking, wood finishing, boat building, air-



LIBRARY, SENIOR HIGH SCHOOL, PORT CHESTER, NEW YORK Tooker & Marsh, Architects, New York, New York,



AUDITORIUM, SENIOR HIGH SCHOOL. PORT CHESTER, NEW YORK Tooker & Marsh, Architects, New York, New York.



GYMNASIUM, SENIOR HIGH SCHOOL, PORT CHESTER, NEW YORK Tooker & Marsh, Architects, New York, New York



GENERAL PURPOSE ROOM, SENIOR HIGH SCHOOL, PORT CHESTER, NEW YORK Tooker & Marsh, Architects, New York, New York,

plane construction, and concrete work; the electricity laboratory furnishes training in the fundamental principles of electricity as applied to devices and appliances used in lighting, heating, power generation, power transmission, communication, and electrochemistry; the metal laboratory is equipped for casting, forge work, tempering, sheet and art metal, ornamental iron work, and machine-shop practice; the automobile laboratory offers experience in work on the chassis of the car, power trans-mission, disassembling and assembling of steering gears, transmissions and differentials, care of the motor, ignition, and wiring.

The home-economics unit consists of one foods laboratory of six-unit kitchens, one clothing laband a model apartment. Home-economics and industrial-arts courses are open to both boys and girls.

Two well-equipped laboratories are provided for physics and chemistry, with a lecture room, seat-ing 56, for use of both. The chemistry laboratory is typical and is so arranged that both experimental and classwork may be carried on with equal facil-ity. Lincoln type desks extend the length of the room and are two in number; at the front center is the instructor's bench; at the front right are two fume hoods; and in the rear the projection lantern stand. The type of individual laboratory bench is the modified Lincoln, the change being that the bench and desks are at different working heights rather than at a single level.

The cafeteria, located under the auditorium, is divided into three main units: kitchen, pupils' dining room, and teachers' dining room. The equipment is adequate for serving 1,000 persons. A desirable feature is an automatic conveyor for the return of

trays and soiled dishes from the dining room to the dishwasher. The dishwashing equipment is of standard hotel type with a capacity of 4,000 dishes an hour. The slicing, paring, and mixing machines,

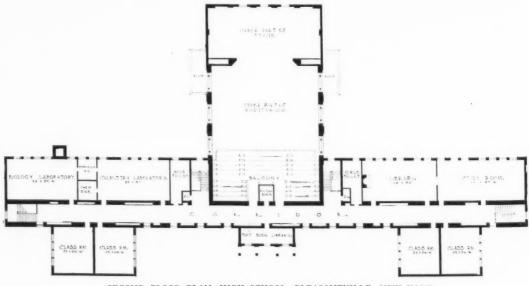
an hour. The slicing, paring, and mixing machines, the refrigeration system, and the dishwasher are electrically operated. The cooking and incinerator equipment are heated by gas.

Instruction in music is given in a specially designed music room, equipped with a piano and electric music-reproducing apparatus. Outside programs may be heard over the radio. The band and orchestra have a separate room adjoining the industrial-arts unit. Two rooms with specially constructed desks are assigned to art work. Mechanical drawing correlates closely with the industrial-arts courses. The library accommodates 104 pupils and is contiguous to two separate study rooms and is contiguous to two separate study rooms seating 105 each. The so-called general-purpose, or club room, seating 125, is used for speech arts, club and society meetings, and small public assem-

The auditorium seats 1,250 and is equipped with a sound-picture system, amplifiers, and radio, and provision is made for pipe-organ installation. An ample stage with suitable dressing rooms and space for an orchestra make possible large dramatic productions. Health instruction is facilitated by ductions. Health instruction is facilitated by a com-

pletely equipped dental room and nurses' office. The gymnasium is 72 by 94 feet, has a seating capacity of 875, and is divided into two equal parts by electrically operated folding partitions, thus enabling boys' and girls' classes to be held simultaneously. The music-reproducing apparatus may be used for marching, aesthetic dancing, and the like. A separate gymnasium for the correction of physical defects adjoins the main one. The near-by athletic field permits the development of a compre-hensive intramural program of games and contests.

Administration and instruction are facilitated by a two-channel centralized radio distribution system interlocked with a public-address system.



SECOND FLOOR PLAN, HIGH SCHOOL, PLEASANTVILLE, NEW YORK
Tooker & Marsh, Architects, New York, New York

#### PLEASANTVILLE HIGH SCHOOL Requa W. Bell, Superintendent

The Pleasantville High School building is colonial in type and is located on one of the most prominent building sites in the village. The architects took advantage of this excellent position in their planning and as a result the windows of every classroom command a wonderful view. The building is situated in a residential section well away from traffic and industry. As a result of the location and the building itself, it is a community landmark as well as a community center.

The construction was planned to accommodate about 500 students organized as a modern comprehensive high school. Therefore, the architects planned for 10 typical classrooms. These rooms are 23 by 26 by 12 feet and are used as classrooms for such subjects as mathematics, languages, social science, and English. In addition to the 10 typical classrooms, there are 12 special rooms (plus their respective service rooms) each of which was planned for a specialized program of activities.

planned for a specialized program of activities.

The high school includes grades 9 to 12. The schedule consists of 8 periods of 45 minutes each. School begins at 8:30 a.m. and closes at 3:30 p.m., with one hour out for a lunch period. (There is no cafeteria in the building.) Seven periods are used for class and laboratory work. The other period is used for club and extracurricular activities. The special rooms are planned to carry on programs in library, commercial work, home economics, science, industrial arts, dramatics, physical education, and special socializing activities in the auditorium.

The auditorium is the one large auditorium to be found in the community. The building is arranged so that gates may be closed which cut off the other part of the building from the gymnasium and auditorium. Therefore, this unit of the building is used as a community house for the entire village.

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# THE PLANNING OF THE OYSTER BAY GRADE AND HIGH SCHOOL

#### Leon J. Deming, Superintendent of Schools, Oyster Bay, New York

An understanding of the community, complete data in regard to the present physical facilities available, the extent to which they are being utilized, plus information showing the type of school program desired, are essential before attempting any building program. Information concerning the district, the total public-school enrollment, the general economic and social levels of the population, were considered of value in providing a better understanding of the educational needs of the community. It was also necessary to consider the trends of growth of population inasmuch as Oyster Bay is located in the metropolitan area.

Consideration was given to the type of educational program that one could reasonably expect a community such as this to provide for its children. A modern, progressive program of education to meet the needs of this community demanded certain facilities which the architect was requested to incorporate in the building program.

Plans were made which would not only take

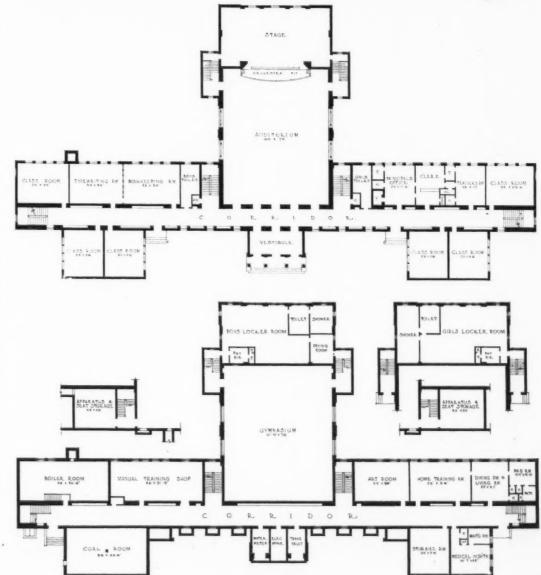
Plans were made which would not only take care of immediate needs but would also make it possible to enrich the grade-school curriculum in view of the fact that a large number of children were leaving school before reaching the high school. With such educational policies, the building was planned to include special shops, home economics, library, art, and many other special rooms which would make possible opportunities not usually available to elementary-school children.

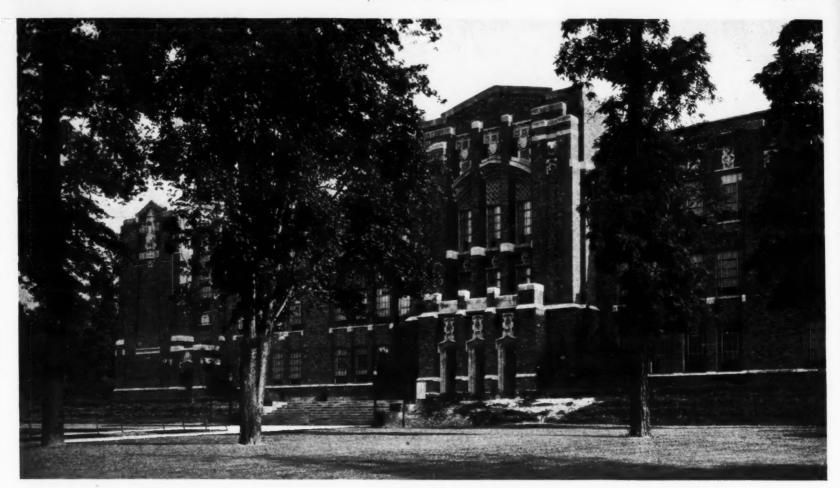
There has been a general increase of 18 per cent in school enrollment over a period of six years. In addition to this, there has been an increase of over 300 per cent of pupils graduating from the high school during this six-year period.

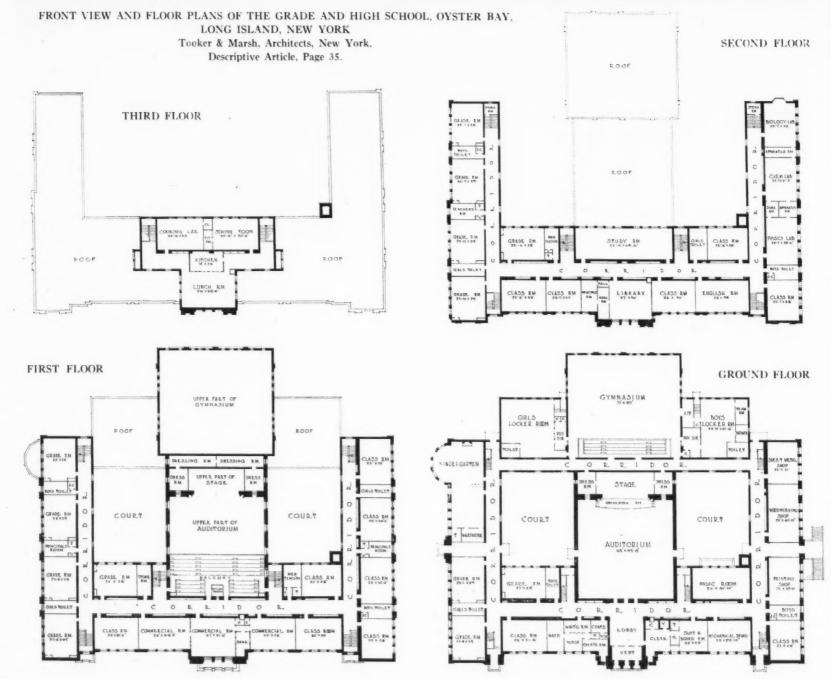
The increased holding power of the Oyster Bay schools resulting from diversified programs adjusted to the level of the pupils' abilities and needs is the result of wise planning. The fact that the building has met these demands of a changing educational program during the period of its use justifies the planning that preceded it.

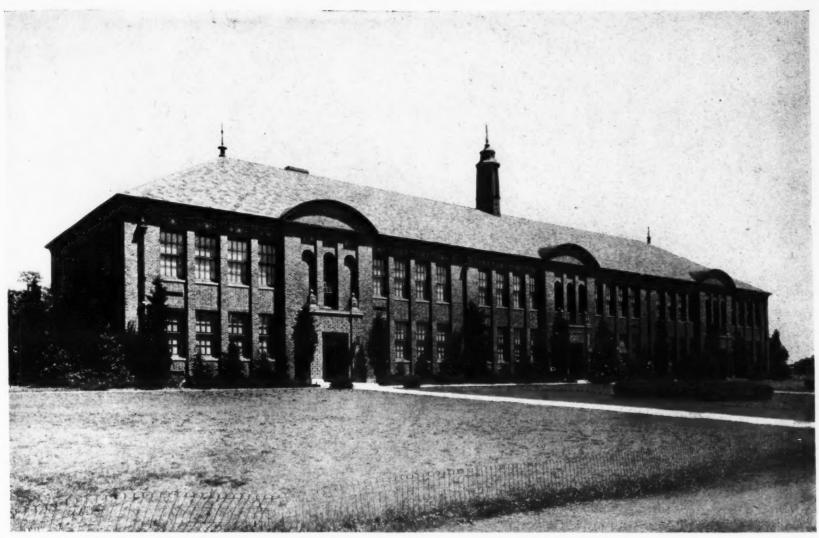
AT RIGHT: DETA'L OF ENTRANCE. AND FIRST AND GROUND FLOOR PLANS OF THE HIGH SCHOOL AT PLEASANTVILLE. NEW YORK. Second Floor Plan, Page 34.



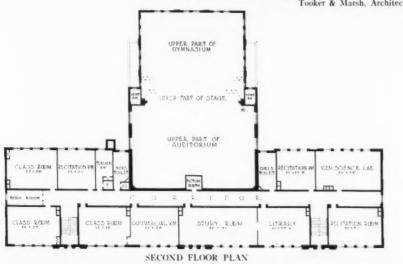


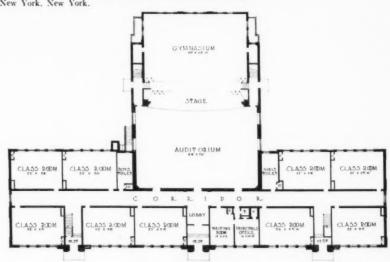






GENERAL EXTERIOR VIEW, GRADE AND HIGH SCHOOL BUILDING. KINGS PARK, LONG ISLAND, NEW YORK

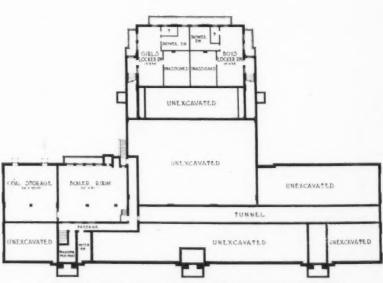




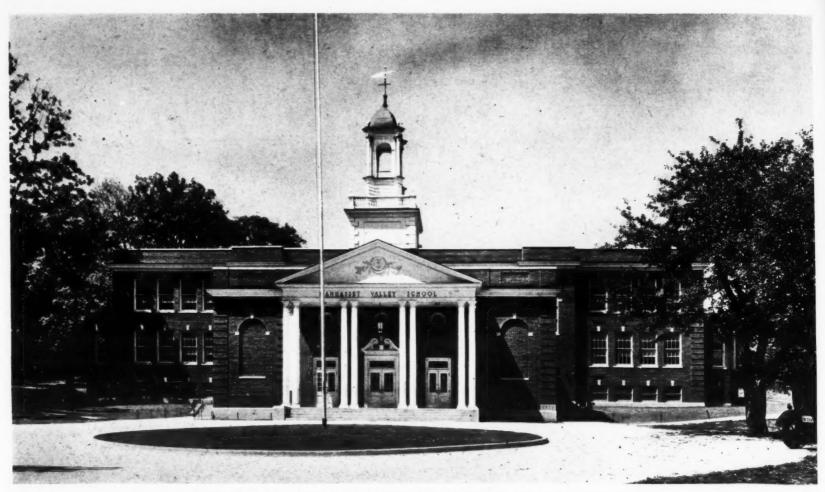
FIRST FLOOR PLAN



AUDITORIUM, GRADE AND HIGH SCHOOL BUILDING, KINGS PARK, LONG ISLAND, NEW YORK. NOTE STAGE-GYMNASIUM



BASEMENT FLOOR PLAN, GRADE AND HIGH SCHOOL BUILDING, KINGS PARK, LONG ISLAND, NEW YORK Tooker & Marsh, Architects, New York, New York.



FRONT VIEW, MANHASSET VALLEY GRADE SCHOOL, MANHASSET, LONG ISLAND, NEW YORK Tooker & Marsh, Architects, New York, New York,

# THE MANHASSET VALLEY SCHOOL

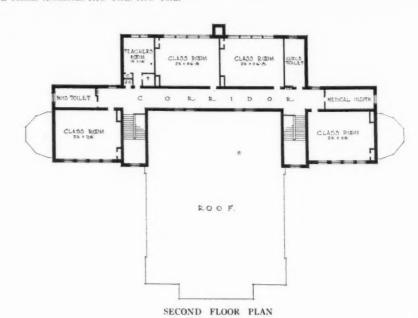
### Vinal H. Tibbetts, Superintendent

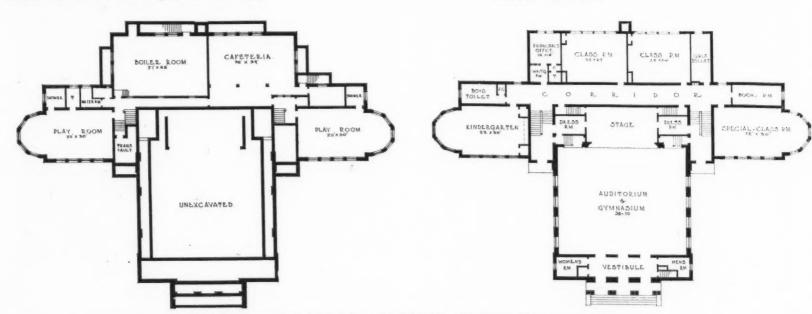
Vinal H. Tibbetts, Superintendent

The Manhasset Valley School is located on three acres of land, in the tenant section of Manhasset. The residents of the Valley are a heterogeneous community of "poor whites," south and central European immigrants, and southern Negroes. This school building, which was erected in the year of 1930, was designed to meet the particular need of the children of that area. The building is two stories high. The basement rooms which are used for school purposes include two playrooms, and space for a cafeteria. The building also provides for seven classrooms, two special classrooms, one combination gymnasium and auditorium, a solarium, health room, teachers' room, library, and two administrative offices.

administrative offices.

Because of language difficulties of the children. it was necessary to provide adequate facilities for speech training. Therefore, the plan of the build-ing provided for an adequate auditorium which was equipped with a large stage so that through assemblies and other devices much practical work could





BASEMENT AND FIRST FLOOR PLANS, GRADE SCHOOL, MANHASSET, LONG ISLAND, NEW YORK Tooker & Marsh, Architects, New York, New York.

be done in this direction. This auditorium was purposely equipped with movable furniture in order that the same room might be utilized for a gymna-sium, much needed in this particular case since the school is the only center for social activity in this neighborhood.

Shower baths were installed in the adjacent playshower baths were installed in the adjacent play-rooms, primarily for the purpose of providing hy-gienic conditions lamentably lacking in many of the homes. Likewise the nurse's room on the sec-ond floor was built and equipped not only as an office for the school nurse during school hours but as a center for the activities of the local health association in carrying on after school hours and on Saturdays the community health program of this organization including clinics of various sorts.

On the second floor two special classrooms are designed for those children with limited mental equipment. The architect here kept in mind the necessity for providing space and equipment for various of the practical arts, and in this connection arranged for a soundproof, sliding partition between these two rooms so that academic work with these pupils could be carried on in one room uninterrupted by the noise of those engaged in the practical arts in the adjoining room. With the doors thrown open one large room was thus provided for assembly and other uses requiring extra space.

Adjoining these rooms on the roof of the auditorium below, was placed a solarium or greenhouse, approximately 17 feet long, 13 feet wide, and 10 feet high, equipped with tables and benches for the studying of plant life. This has proved to be, under the guidance of an elementary-science in-structor, one of the most useful spaces in his

building.

Two other rooms on the first floor deserve spe-cial mention. The kindergarten on the south with its large bay window, its separate locker and toilet facilities, and its "up-to-the-minute" furnishings and equipment provides the little tots there enrolled with their really first glimpse of refinement and loveliness. On the opposite end of the building a similar room is provided for the children of the first grade. In the basement, space has been provided for a cafeteria.

vided for a cafeteria.

This building is in every sense of the word a community center for a foreign-born population so conceived by the board of education, the superintendent of schools, and so designated by the architect. The principal is Dr. Horace R. Thompson who is in full sympathy with the program outlined and who has contributed immeasurably to its fulfillment.

fulfillment

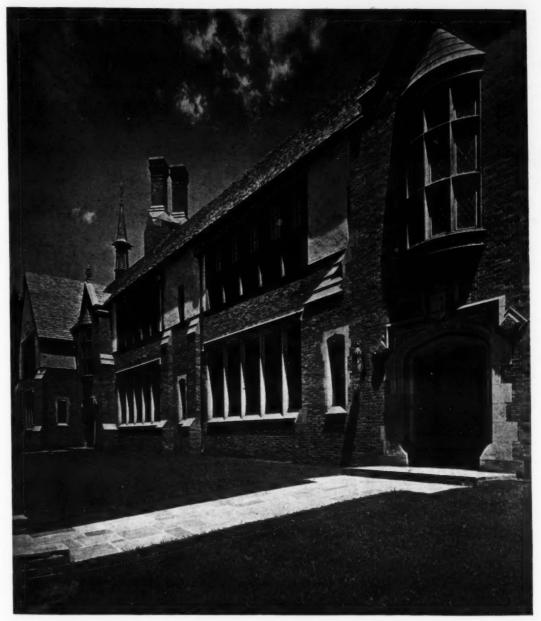
#### SCHOOL ORGANIZATION IN THE ANIEL WEBSTER GRAD SCHOOL, NEW ROCHELLE, DANIEL GRADE **NEW YORK**

#### Harold V. Baker, Principal

Possibly no single word or phrase can be used to express adequately the type of organization used in the Daniel Webster School to provide educational opportunities to boys and girls of age four through twelve. If one were to risk a single word in such capacity it would probably be the word functional, as opposed to a mechanical organization. As already implied, the unit of organization is the class group with its teacher. The unit is not the

class group without its teacher as in some mechan-ical forms of organization. With some exceptions to be noted later, all special facilities in the building are open to each class group without the formality of scheduling. If a group or a part of a group wishes to use a part of the building, such as science room, auditorium, or conference room, there is no red tape to follow in getting permission to use this desired space. If unoccupied, they sim-

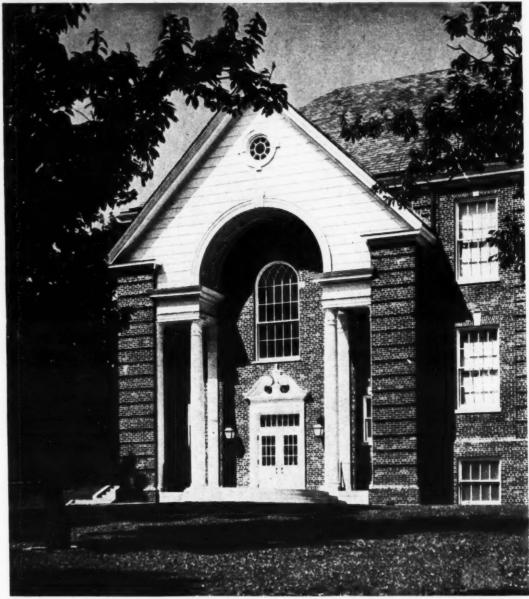
ply go ahead and use it. The special rooms provided in the building consist of an auditorium, a gymnasium, science room, library, art room, home-economics room, manualtraining room, and conference room. Schedules which are known to all teachers call for the use of these special rooms for about these percentages of the week's time. For the remainder of the time the space is open to any group which may wish to use it. Auditorium, 15 per cent; gymnasium, 60 per cent; science room (also used for visual education), 20 per cent; library, 60 per cent; art room (temporarily used as a classroom); home-economics room, 15 per cent; manual-training room, 15 per cent; and conference room, 5 per cent.



THIS IS A DETAIL OF THE MAIN FACADE, DANIEL WEBSTER GRADE SCHOOL,
NEW ROCHELLE, NEW YORK,
Tooker & Marsh, Architects, New York, New York.



AUDITORIUM, DANIEL WEBSTER GRADE SCHOOL, NEW ROCHELLE, NEW YORK Tooker & Marsh, Architects, New York, New York.



DETAILS OF ENTRANCE, GRADE SCHOOL BUILDING, BAYVILLE, LONG ISLAND, NEW YORK Tooker & Marsh, Architects, New York, New York.

Above the kindergarten there are fourteen groups of children in the six elementary years, two on each grade level (in reality a "year level") except the first and second where there are three groups on each level.

In addition to the supervisory assistance given by the principal, in the primary grades there is special supervisory help given to the classroom teachers in art, reading, music, arithmetic, physical education, and health. In the intermediate grades this same supervisory assistance is available in art. music, arithmetic, and health. In these intermediate grades there are also special teachers who teach each class group one or two periods each week in physical education, home economics, and manual training.

The school also provides special musical opportunities to individual pupils in instrumental music and class piano. One-half day each week an instrumental-music teacher meets small class groups. In brief, the Daniel Webster organization seeks

In brief, the Daniel Webster organization seeks to give opportunity to each group and teacher to plan its own pursuits throughout the year, making the best possible use of the special assistance provided and hampered as little as can be by formal requirements.

#### THE GRADE SCHOOL AT BAY-VILLE, LONG ISLAND, NEW YORK

### R. M. Benton, Principal

The school at Bayville, Long Island, was designed to accommodate pupils from kindergarten age to grade eight, and to serve as a center for the social and recreational activities of the community as well. It is constructed of fireproof materials throughout, situated on a plot of eight acres.

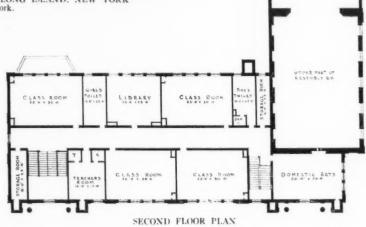
throughout, situated on a plot of eight acres.

Planned to adapt itself to the program of the modern school, there are nine classrooms, a kindergarten, library, gymnasium, auditorium, lunchroom, administrative unit, and the necessary auxiliary rooms. The auditorium unit may be used independently of the rest of the building; likewise the gymnasium. A large lunchroom adjoining the gymnasium makes it possible to hold social affairs using these two rooms in conjunction with each other.

The furnishings and equipment are centered around the learning needs of pupils. Classrooms have built-in cases for books and supplies, and wardrobes for clothing. One room is fitted out as an arts-and-crafts room, in which allied crafts may be carried on. The auditorium has a well-equipped stage, and makes possible the use of this unit for community activities as well as providing for use by the school itself.

by the school itself.

The building was erected in 1930 at a cost of approximately \$230,000, including furnishings but not the landscaping or improvement of grounds, which was done at a later date. Under the present organization, the building has a pupil capacity of 320.





BASEMENT AND FIRST FLOOR PLANS, GRADE SCHOOL BUILDING, BAYVILLE, LONG ISLAND, NEW YORK, Tooker & Marsh, Architects, New York, New York,

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# The Educational Event of the Year

The Department of Superintendence will hold its 65th annual meeting at the Atlantic City Auditorium, February 23 to 28, 1935. President E. E. Oberholtzer will open the meeting and will preside over the general sessions. Secretary S. D. Shank-land will be in charge of all business affairs of the Department.

The program has been planned with a view of bringing to the surface the most timely and vital problems affecting the cause of popular education at this time. It will bring to the service of the gathering the outstanding prominent government officials and nationally known leaders in various

professional and industrial fields.

The thought, which will run throughout the discussions, will emphasize "Education for New Social and Economic Relationships." The trends of a modern day will be brought to the surface, and the part which education will play in the "new deal" concept will be discussed. Educational recovery and improvement will come under serious consideration.

Two afternoons of the convention will be devoted to forum-discussion groups. The topics to which these groups will devote themselves and their respective leaders follow:



DR. E. E. OBERHOLZER Superintendent of Schools, Houston, Texas President, Department of Superintendence

"The support and control of public education in democracy" — David E. Weglein, Baltimore.
"Personnel problems in educational administraion" — Carroll R. Reed, Minneapolis.

"Administrative problems" - George C. Bush,

South Pasadena.

Members of the department will be asked to make special studies in advance of the convention. Reports of these studies will be made in a series of meetings known as study-discussion groups. Twenty-five or thirty sections will be organized

for this purpose.

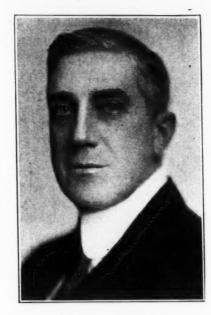
The discussions will, in the main, center upon the controversial issues, which were presented in the 1935 Yearbook. Its preparation is undertaken by the United States Commissioner of Education, J. W. Studebaker, who will not only present the several studies to be dealt with, but will also act as the mediator of the panel discussion.

Topics to be emphasized in the give-and-take followed in the give-a

of this new informal platform method include "Individualistic versus collective social planning," "What lies ahead in government," and "The relationship of the teaching profession to social policy.

Those who will participate in the line-up are: Frank W. Ballou, Superintendent of Schools,

Washington, D. C.
Lyman Bryson, Visiting Professor of Education,
Teachers College, Columbia University, New York,



MR. S. D. SHANKLAND Washington, D. C. Secretary, Department of Superintendence.

John L. Childs, Assistant Professor, Department of Philosophy of Education, Teachers College, Columbia University, New York, N. Y. Frederick S. Deibler, Professor of Economics, Northwestern University, Evanston, Ill.

J. B. Edmonson, Dean, School of Education, University of Michigan, Ann Arbor, Mich. Fred J. Kelly, Chief, Division of Higher Edu-cation, United States Office of Education, Wash-

ington, D. C

Worth McClure, Superintendent of Schools, Seattle, Wash.

Jesse H. Newlon, Director, Lincoln School, Teachers College, Columbia University, New York,

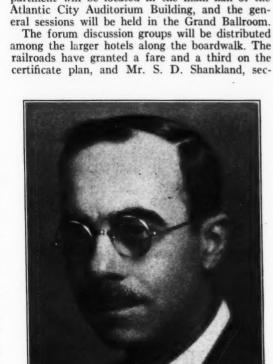
W. W. Theisen, Assistant Superintendent of Schools, Milwaukee, Wis. Carroll H. Wooddy, Adult Forum Leader, De-partment of Adult Education, Public Schools, Des Moines, Iowa.

The panel debate will close with an opportunity for comment from the floor.

While general participation will be limited in general sessions, all members may take part Monday and Wednesday afternoons when forum-discussion groups will be held. The leaders of these

groups and their respective topics are:

"The Support and Control of Public Education in a Democracy" — David E. Weglein, Superintendent of Schools, Baltimore, Md. "Personnel Problems in Educational Administration" — Carroll R. Reed, Superintendent of Schools, Minne-



apolis, Minn. "Administrative Problems" - George

C. Bush, Superintendent of Schools, South Pasadena, Calif.

dena, Calif.

Wednesday, February 27, has been designated Principals' and Supervisors' Day. Speakers on the programs will face each other in panel formation. This feature will be directed by J. Cayce Morrison, Assistant Commissioner for Elementary Education, State Education Department, Albany, N. Y., and President M. Emma Brookes of the Department of Elementary-School Principals.

The high-school tercentenary feature at the

The high-school tercentenary feature at the Atlantic City convention will be presented jointly by the Department of Superintendence and the

Department of Secondary School Principals.
Charles H. Judd, Thomas H. Briggs, Sidney B.
Hall, and George F. Zook will be the principal speakers on the program devoted to this celebration.

As in past years, the headquarters of the Department will be located in the main hall of the

MR. BEN G. GRAHAM Pittsburgh, Pennsylvania.

retary, is prepared to supply certificates to anyone interested.

The commercial exhibits will be held in the Atlantic City Auditorium and will be more extensive than those of the past four years.

### The Meeting of the Department of Secondary-School Principals

Second only in importance to the Department of Superintendence will be the program of the Department of Secondary-School Principals. Under the guidance of Mr. Charles F. Allen, of Little Rock, the high-school principals will formally initiate the tercentenary celebration of secondary education in America.

On Tuesday, February 26, Secondary Education in Retrospect will be discussed by Mr. Joseph L. Powers, headmaster of the Boston Public Latin School, the first high school in the United States, and by other leaders in the field. On Tuesday evening, Secondary Education as an Essential Factor in the National Development Program will be the general topic of discussion. Reports will also be received on Wednesday afternoon, February 27, from the research division of the Department.

Among the speakers who will appear on the sec-Antong the speakers who wan appear off the secondary-school principals' program will be Prof. William J. Cooper, Washington; William Mc-Andrew, New York; J. B. Edmonson, Ann Arbor, Mich.; Charles H. Judd, Chicago; George F. Zook, Washington; H. R. Douglass, Minneapolis; G. W. Kefauver, Stanford, Calif.; and F. T. Spaulding, Cambridge, Mass.



MR. A. J. STODDARD Providence, Rhode Island.

# School Board Journal

EDITORS:

WM. GEO. BRUCE



### State Legislation for Adequate School Support

It is obvious that the educational leaders throughout the United States are more than ever alive to the financial problems which confront the public schools. The public treasuries everywhere have suffered a decline, with the result that all public expenditures have been reduced to a bare minimum. In consequence, the share which customarily goes for the support of the schools has been uniformly reduced and in some instances to a degree that has hampered their proper maintenance and operation. Thus, while legislators have sought ways and means to replenish the public treasuries, the educators are planning revisions in the plan of public education that shall effect economies on the one hand and efficiency on the other. The legislator will be confronted with both financial and non-financial questions affecting the schools.

Under the heading of nonfinancial education problems, the educators have turned their attention to the question of "an approach to the present educational program and long-term planning for such changes in programs as may be required to enable our schools to meet as effectively as possible the challenge presented to them by the changing social, industrial, and economic order."

Such a procedure is quite in order. It comes strictly within the province of the schoolmaster to adapt the system of public education to the demands of a future day. The lawmaker may well ask the whys and wherefores when he is pressed to increase the support granted to the schools. He may not be concerned in the finer shadings of a modified course of study, but he wants to know in general outline at least what kind of public school the state is to pay for by means of increased taxation.

At this point, it is interesting to note that the leading educators are apparently of one mind in holding that "a system of state aid for public schools is more desirable than complete state support for an entire school program. In general, co-operation by the state and local governments in the financing of education is preferable to the financing of public education by either one of these agencies alone."

The legislator may heave a great sigh of relief here, but it also follows that if local initiative, which has been effective in the country's system of popular education, is to continue, then local responsibility for a considerable part of the support cannot be eliminated. On the other hand, if the entire support for the maintenance of the schools is to be provided by the state, the logical outcome would be complete state control. This would be contrary to the best American tradition, which has been recognized by the constitution, by law, and by court decisions.

The committee of the N.E.A. considering this phase of the subject, says: "A statute embodying a system of state aid ought to be considered a contract between the state and the local unit." Such a contract merely seeks to aid the weaker units, in order that an equal educational opportunity may be afforded to the children of an entire state.

Any consideration of the problem of school support finally culminates in a discussion on the subject of taxation. In the light of the present-day economic situation, two outstanding facts must be noted. One is that the present property tax is an outworn instrument, and the other that more advanced means of producing revenue must be resorted to.

Thus, legislators and educators alike must turn their attention to the devising of a system of taxation that will be both adequate and equitable as a revenue-producing instrument, to the end that the public schools receive the support to which they are entitled.

### Board of Education Scope and Function

THE place of the modern board of education in the scheme of things is so generally understood that no one would attempt anything like a new definition or interpretation. The scope and function assigned to the bodies controlling the schools, and as accepted by both the professional and lay factors, are no longer subject to controversy. It is true, however, that the relations existing between the governing body and the professional factors are not in every instance the same. In some communities, the adjustment varies considerably from that observed in other communities. The personal equation frequently accounts for the differences which exist. Then, too, violations against accepted standards are engaged in.

It is well, however, to restate on occasions the fundamentals which every progressive board of education should observe if the best results are to be achieved. Thus President Sherman, of the Milwaukee board of education, in the annual address laid down the following conclusions:

"As board members we well know that the schools exist for the children and the children only, whatever the age limit that may be set. The organization of new schools, the employment of teachers, the appointment and promotion of principals, construction of new school buildings, and repairs to old, as well as the budget for the schools should have but one purpose and that is to give the children the best possible education for the means at our command. In these days some of the frills may be even more important than the traditional three R's in equipping these wards of ours to live a full life."

In discussing the relation which the school-board members, as such, bear to the professional factors, President Sherman said the following:

"No board member should seek to have particular individuals appointed especially when those individuals happen to be friends or relatives of the board member. We hire a superintendent and provide him with a staff whose function it is to select teachers. Board members should not be concerned about individual candidates, but rather with the conditions of employment. The board's job is to fix the requirements for appointment and promotion, to decide what shall be required in the way of preparation and training or experience, to fix a salary schedule, and then to see that they are lived up to. Only recently as a board we promoted a group of principals to higher salary classifications, among them a person without a college degree. Surely we should not go out of our way to handicap those whom we have put in charge by becoming pie-passers ourselves. We provide the cookbook and the ingredients and the cooks, and there our function should cease. If the recipe is wrong, or the cook poor, see that they are changed before more material is spoiled."

The position taken here is that the power of initiative in all matters dealing with educational labors of the school system must be assigned to the professional factors. The board of education is the policy-making body, whose scope and function contemplate legislative, administrative, and judicial service, leaving the immediate direction of the educational labors to the superintendent and his assistants.

### Political Influence in School Administration

THERE probably never was a time in the history of this country when the cry against politics in the school field was not heard with more or less resonance. During the past year, the protest, however, against politicians who have interfered with the orderly operation of the schools has been voiced with unusual vigor and earnestness.

There has always been a tendency to decry politics in the school field in somewhat general terms without defining the specific act or incident in question. Just what is meant by politics here is not always clear. The facts in any case warranting the charge of political manipulation usually reveal a selfish act on the part of someone who has ignored the best interests of the school.

Thus, the appointment of an incompetent teacher or janitor through the intervention of an influential politician, the practice of nepotism, the unfair award of a supply or building contract, the election of school-board members, and their organization on partisan 5

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lines, unwarranted dismissals from the school service, favors granted to school patrons — all these things give rise to the cry of politics.

"Paying political debts or granting personal favors should have no part in the selection of public-school teachers," recently said a Rhode Island editor. "The charge is made that some members of the school committee are placing politics and personal feelings ahead of the orderly operation of the public-school system. The educators of Pennsylvania call for a school system that shall be free from political interference." "Divorce the schools from politics" is the slogan in a number of New England towns.

Newspapers such as the Louisville Times, New Orleans States, and others in commenting on school elections have recently voiced a "hands off" policy to the politicians. The New England Association of School Superintendents characterized politicians who interfere with school matters as "villains who mean little but cause so much damage." In Los Angeles the charge is made that twenty school custodians were dismissed for political reasons. In one of the Massachusetts towns the school-board office is denounced as "a political pie counter."

In touching upon the subject of politics it must not be forgotten that just as there is a brand of politics which is bad so there may be political activities which are not only proper but highly beneficent in purpose. In Michigan the teachers are urged to become politically active, in order that legislation helpful to the schools may be secured. Likewise, the teachers of Ohio and Illinois propose to lobby for desirable school legislation.

It becomes quite evident that there are two brands of politics. The one is based upon selfish motives, while the other means the science of organization and serves a laudable and beneficent purpose. There is no question that at the present time, when the struggle for existence is quite intense, selfishness finds expression in activities which reflect the baser interpretation of politics. That these should find their way into the school field is quite natural. That these selfish tendencies must be combatted is obvious.

We are inclined to hold that the situation, as far as the school field as a whole is concerned, is by no means disturbing. The one who is defeated, even in a perfectly legitimate deal in which good politics was employed, may sound the cry of that brand of politics which is cunning and mean. While no one can defend the baser kind of political activities, it also follows that school authorities are frequently charged with playing a selfish political game when they are merely subserving the best interests of the school system intrusted to them.

#### The Growth of State School-Board Associations

THE idea of state school-board organizations is not a new one. The associations had their beginning some three or four decades ago. Their activities were somewhat spasmodic and their existence of doubtful permanence. But some of them have survived.

In some states the organizations made up of members of boards of education have become formidable and useful institutions. Owing to the transient character of school-board memberships these organizations have always lacked continuity and stability. The man who serves as president of a state organization one year finds himself out of office the next; so, too, a majority of the membership does not continue in office for half a decade.

The expediency of bringing those who serve in the field of school administration into a definite organization has been demonstrated. The conventions held by the school-board associations have tended toward a better appreciation of the scope and function of the school-administrative service, a higher appreciation of the professional factors employed, and a broader outlook upon the mission and purpose of popular education.

The New York State School-Board Association has gone several steps farther in its organization endeavors than other similar state bodies. That association has not only enrolled a commendable membership, but has employed a paid secretary and has established a permanent office. Its form of support and the assurance of continuous executive management promises stability to the organization and a better service to the corporate membership. It issues a bulletin

at regular intervals and keeps its constituency informed on the trends in the field of school administration and the legislative needs of the various types of districts in the State of New York.

While organizations of this kind have a tendency to create a better understanding between the professional and the policy-making factors, they make for greater efficiency throughout. A school-board member secures a better perspective of his own job by contacts with other members of other communities. Besides, in the deliberations engaged in by the conventions, much can be done to unify action on problems of a timely and pressing nature, and to seek progress.

It is safe to say that with the passing of time, the state school organizations will become stronger in membership and more serviceable to the cause they represent.

### A Misuse of Schools

THE survey report of the Fall River, Mass., schools calls attention to a type of economy which is destroying the educational service of the school shops:

Printing shops in the junior high schools had been ordered to curtail printing for school and instructional purposes, and the shops were turning out, practically on a commercial basis, printed forms for city departments. The money saved for the city by utilizing school printing plants for departmental printing was not credited to the public-school account. Significant by-products of school printing shops, including accuracy of spelling, punctuation, grammar and diction, and initiative in composition for school publications, were lost because in large part the orders were for long runs on small presses, and some of the work was essentially on "repeat" orders. In other shops the initiative of instructors and pupils was restricted by paucity of material and recourse to "makeshifts"; and, besides that, the instructor's ingenuity is taxed in planning to make the "showing" that is required to justify their work while limited by want of the substance out of which to make things.

A reasonable amount of production work is always justified in the school printshop, as in all shops of industrial-arts departments and in vocational schools. Production work permits students to participate in and to understand the setup which this work entails, to realize the economic advantages of the division of labor, to use labor-saving devices and methods, and to practice that kind of application to the task in hand which makes commercial shops successful. But beyond a few experiences production work is worse than useless—it is a complete misuse of educational equipment and of teaching service; it is opposed to all recent efforts for improving industrial conditions through the NRA codes. If a city must buy cheap printing, let it use the school shops with ERA labor, but let it avoid child labor concealed as education.

### Naming of Public-School Buildings

OCCASIONALLY a controversy arises in a community over the naming, or renaming, of a public school, and more particularly a high-school building. The tradition which has prevailed in many cities has favored the founders and patriots of the nation. Thus the Washington, Jefferson, Webster, and Lincoln schools lead, followed by schools named in honor of McKinley, Cleveland, Roosevelt, Wilson, or other illustrious American statesmen.

In a large midwest city the board of education has been in a turmoil over the proposal to drop all names and designate the schools by streets on which they are located. This proposal has grown out of the fact that the name of new schoolhouses has usually been attended with a scramble on the part of the citizenship to secure recognition for this, that, or the other name.

While contention over the names of schoolhouses is regrettable, it remains, nevertheless, that the recognition of outstanding names in the life of the nation, names that arouse enthusiasm and strengthen patriotism should be recognized. Likewise, names of those who have distinguished themselves locally, and whose career may exemplify a fine lesson in civic and social endeavor, may well receive recognition. The designation of schoolhouses by streets and numbers may prove practical and expedient, but is not likely to inspire or enthuse the pupil.

A structure which houses the youth may well adopt a name that means something in American life, and thus focus the attention of a rising generation to the lesson conveyed in a great name.

# The Superintendent's Wife in the Small Community

### Lois Pederson Broady and J. Earle Trabert, Superintendent of Schools, Cairo, Nebraska

Controversial discussion resulting from two articles published in the SCHOOL BOARD JOURNAL\* led to an investigation concerning the status of the wives of superintendents of schools in small towns. In order to obtain a balanced picture, statements and opinions regarding the activities of the wife of the superintendent in the community were obtained from board members, superintendents, and wives themselves in small Nebraska towns. A certain unanimity of thought expressed on major policies permits the formulation of a number of principles which may be of help to wives who are striving in earnest to become of the greatest possible help to their husbands in their professional

In this article, only the views of the men will be given. The ideas of the wives themselves will follow in a later article.

Identical inquiries were sent to board members and superintendents. The questions asked and the response to them are given, in percentage, in

TABLE I. Attitudes of 52 Superintendents and 35 Board Members Regarding Policies of the Wife of the Super-

intendent, Expressed	in I	Percenta	des	bei-
	Sut	Super- Board		
	intendents		Members	
Questions of Policy	No	Yes	No	
A. Should the superintendent's				
wife assume definite responsibility				
for the work her husband is				
doing?	33	67	48	52
B. Should the superintendent's				
wife be an active agency in				
promoting an understanding of				
what the school is, and what				
it is doing?	33	61	26	601
C. Should the superintendent's				
wife take an active part in com-				
munity activities?	2	98	6	94
D. Do you recommend that				
the superintendent's wife teach				
in the same school as her				
husband?	81	19	100	-
E. Should the superintendent's				
wife attend all or most all			no	
activities?	15	85	replies	94
F. Do you consider it helpful			•	
for the superintendent's wife to				
study any phase of education				
with the idea of obtaining a				
better understanding of her hus-				
band's work?	31	69	40	60
G. Should the superintendent's				
wife take an active part in				
PT.A. work?	17	75	14	86
H. Is it advisable for the				
superintendent's wife to be the	*			
author or sponsor of new move-				
ments in the community?	23	77	23	77

<sup>1</sup>No replies in some instances.

In the affirmative answers to question A, "Should the wife of the superintendent assume some definite responsibility for the work which her husband is doing?" there seems to be a small divergence of opinion between the superintendents (67 per cent) and the board members (52 per cent). In general, both board members and superintendents agree that the wife's biggest responsibility is to maintain a worth-while home life, as pleasant and congenial as possible, in order that her husband may have time for his schoolwork without worry or strain. However, many superintendents give concrete ways in which wives may assume responsibility for the work of the school. These few are typical:

"She should be interested in all phases of the work, always on the alert for helpful suggestions, both from hints from her club members, and from reading materials which she chances to see.

"Keep informed about trends in education, visit and work sociably in community groups, help inform others

as a wife and parent."

Those who expressed themselves negatively seemed to feel that there was too much chance of criticism for the wife if she attempts to assume responsibility. One board member expressed himself in this fashion:

'I think many a superintendent has been ruined by a too active wife in his school affairs. The board hires the superintendent to run the school, not his wife." Naturally enough, such results would depend

A majority of board members (60 per cent) and superintendents (61 per cent) believe that wives of superintendents should be active agencies in promoting an understanding of what the school is, and what it is doing. This understanding may be brought about in a quiet, yet positive, manner by the wives as they move in their various circles of church, club, parent-teacher association, and neighborhood groups, if they know what the school is doing so that they may speak intelligently of school affairs when occasions warrant such discussion. A board member expressed a worth-while thought concerning promotion of understanding of which all school people should take cognizance if we wish patrons to believe in schools:

By doing the finer things in and for the community, and in so doing, showing what the school has done

for her.

Other comments explain themselves

"This is the field of the superintendent's wife. It is her opportunity to interpret the school to the members of the community as she meets them in her social duties."—Superintendent.

"She can have access to and be an influence among

the mothers of the district as no man can. Especially is this true if she is a mother herself."—Board Member.

"She can read of recent educational improvements and explain these at clubs and elsewhere and so answer cheap arguments. She can stand for progress."—

The reason appearing most often among the forty present who replied negatively was that there is too much chance that the wife will be misunder-stood. Several stated that she might be of assist-ance, but should not assume leadership in this

Board members and superintendents alike felt that superintendents' wives should take part in community activities. Nevertheless, two or three superintendents warned that it is better for wives to be merely active members rather than to hold offices in clubs. Here are the organizations listed according to frequency of mention suggested as worth while from which wives may take their choice according to their interest and time allow-

Board Members Church work Community clubs
Woman's clubs
P.-T.A. organizations Community programs Lodge Camp Fire organizations Girls' clubs

Superintendents Church work Woman's clubs Welfare organizations Community clubs
Ladies aid
P.-T.A. organizations
W.C.T.U. Red Cross P.E.O.

It is generally felt that the wife of the superintendent should not teach in the same school with her husband. Nine of the superintendents were in favor of such procedure, however, but the fact that in each case but one, the wife was already teaching with her husband, probably influences their replies. All of the opinions expressed against the wife teaching with the husband may be summed up in a few words: (1) that it is unwise because criticisms, jealousies, and misunderstandings often arise between the wife and the other teachers which are bad for the effectiveness of the school; (2) that present economic conditions have led to the feeling in the community that jobs should be distributed to those in greater need than the superintendent's wife; (3) that teaching, on the part of the wife, interferes with homemaking which is so important in American life.

Superintendents' wives ought to attend all, or most all school activities. In this way, the wives may make contact with school patrons in a friendly way, and their presence may promote outside interest and lend the right spirit to the occasions. It is to be expected that their husbands' interests are theirs also to a considerable extent. Then, too, the people in the community expect the wives of superintendents to support the schools. As one superintendent says:

"If an activity is worthy of being sponsored by the husband, it is surely worth the time of the wife to attend. If she does not, I believe the patrons might not look with favor on the activity on these grounds."

It is of interest to note that 69 per cent of the superintendents, as well as 60 per cent of the board members, think it helpful for the wife of the superintendent to study some phase of education with the definite idea of obtaining a better understand-ing of her husband's work. Several men state that their work has been improved by suggestions from their wives, and that wives can better sympathize with their husbands' problems if they have a technical knowledge of the work and keep abreast with modern trends. In the main, the men who did not think the foregoing practice helpful answered in three ways: (1) that it was not necessary, (2) the wife did not have time, and (3) she should be allowed to follow her own interests in study.

Just what part should the wife of the superintendent play in the local Parent-Teacher Association? Seventy-five per cent of our superintendents, and 86 per cent of the board members, feel that she should take an active part, yet keep in mind that she should not be an actual leader if there are other leaders available. It seems that she must exercise great care here to avoid the appearance of "running the organization." On the other hand, she may make valuable contributions to the program, may become better acquainted with the other mothers, and help to develop working relations be-tween parents and teachers, the same as any other intelligent woman would do if she were really

interested. Is it advisable for the superintendent's wife to be the author or sponsor of any new community movement? We find that 77 per cent of both superintendents and board members expressed the view-point that it is advisable. Yet, many of these favor-able replies are qualified by the statements that she should do so if she possesses tact and good judg-ment, special ability for the task, and if there is real need for the movement in the community. A

board member has some good advice: "Take part in those already organized. New movements may be suggested by her, but keep out of the limelight as the organizer to avoid criticism of those who might think her a meddler in the regular routine, especially if a newcomer.'

Contrary to this opinion are other opinions by both board members and superintendents:
"The communities expect the superintendent and his

wife to be leaders, and their services are always greatly appreciated."—Board Member.
"She need not do these things for show, but must

"She need not do these things for show, but must use tact; keep in the background and direct. Let them do the work. If she is thinking of the good she can do for the community now and five years from now, and not just for her husband's re-election and salary increase, she can side-step any criticism and not be a cheap politician but a social worker."—Superintendent.

It is felt by the writers of this article that these 87 men represent a fair sampling of school-board members and superintendents so far as Nebraska is concerned. From the thought expressed by them the following deductions may be made:

First: The wife of the superintendent of schools should make an effort to establish a congenial, pleasant home, well-kept, and of a social standard

respected by the community.

Second: She may assume some responsibility for the work of the school, by keeping well informed as to what the school is doing, and the philosophy back of it. By being well informed, she may be able to explain any project when asked to do so, and she will also be able to correct false impressions and stop criticisms.

Third: It is not advisable, usually, for the wife of the superintendent to teach in the same school as her husband.

Fourth: If possible, she should attend most or all school activities in order to foster interest in

the activity.

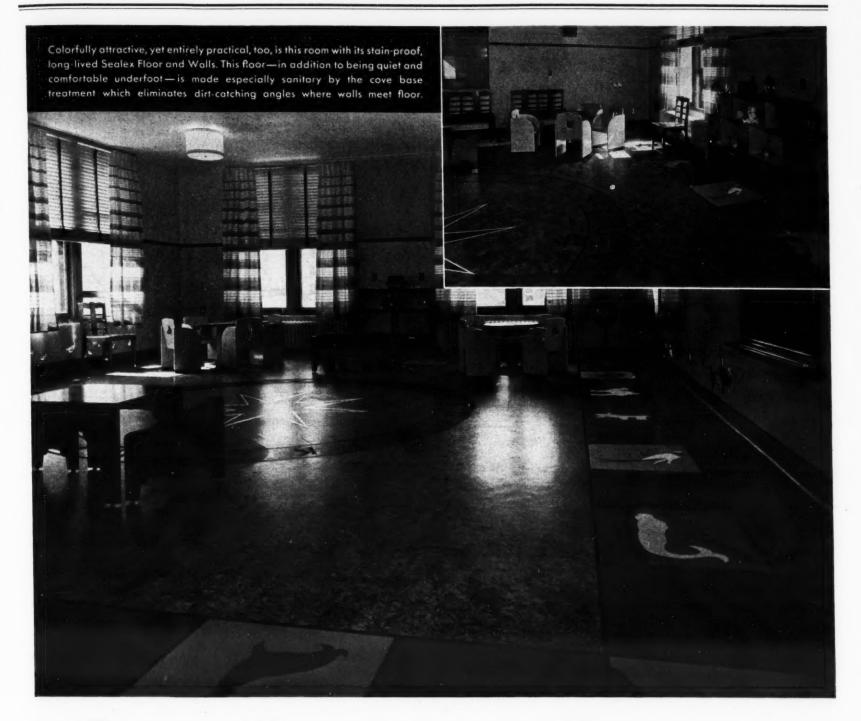
Fifth: Many superintendents and their wives find mutual benefit in studying some phase of education together, either in summer-school classes or at home, with the aid of educational books and magazines.

Sixth: Wives of superintendents should take part in parent-teacher associations, especially if they have children in school. Seventh: If wives of superintendents have

talent and time to sponsor new movements in the community, it is advisable that they do so if they are able to use tact and good judgment.

entirely upon misuse of wives' responsibility, but not upon the idea of assuming responsibility.

<sup>\*&</sup>quot;A Friendly Letter to Mrs. Superintendent," August, 1933; "Another Viewpoint," October, 1933.



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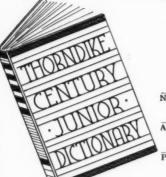
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#### **NEW BOOKS**

Centralizing Tendencies in the Administration of Public Education

Public Education

By George D. Strayer, Jr. Cloth, 132 pages. Price, \$1.50. Published by Teachers College, Columbia University, New York, N. Y.

The present doctoral dissertation utilizes the centralizing legislation in North Carolina, Maryland, and New York to illustrate what are considered the best and most significant improvements in central school control in the several states of the Union.

In each of the three states, the centralization has taken a different form, although the purpose of providing a better system of education has been the same. In North Carolina, the centralization has been closely related to state support centered in a state school commission which is independent of the state department of education. This centralization has had the good effect of securing sufficient funds to provide a minimum term of eight months through state apportionment, a term of eight months through state apportionment, a reform which had been quite necessary due to inequalities in local taxable wealth, etc. The centralization has been extreme in Dr. Strayer's opinion because it places considerable control of budget items and objects of expenditure in the state, and seems to be a virtual denial of local initiative. It is possible that this objection would not be so serious if the state school commission were not largely political in character and independent of the professional educational forces.

In Maryland, the centralization has been marked by the growth of the county as the effective local unit, induced mostly through the "Maryland plan of equalization of 1922" which has been made effective largely through the supervisory activity of the state term of eight months through state apportionment, a

largely through the supervisory activity of the state board of education. The state board's work has been strongly professional in its influence on and control of state support, state approval of all building construction, curriculum revision, and teacher training and certification beginning and certification and certification beginning and certification and certificati tification. Legislation has not been more significant than

tification. Legislation has not been more significant than professional leadership exercised at the top, and apparently there has been no deadening of local initiative provided this exceeded in quality and quantity the education required by and for the state as a whole. In New York State, the state control has been large since the establishment of the schools and has grown with the unification of the state department. The past 33 years have not seen much progress in reducing either the number or the variety of local school districts, all jealous to preserve their autonomy and taxing powers. The significant centralization of powers has been through the support of new forms of education, new quotas for equalizing educational opportunities, the growth of the regents' examinations, the wider use of

the state commissioner's judicial powers, the centralized control of teacher training, and the raising of curriculum requirements. New York has given the local districts authority and independence that is more apparent than real, and the state has strong control over the interna as well as the externa of education.

Doctor Strayer has been unable to find any one guid-ing set of principles which has been effective in this centralization of school administration of the three states studied. It is certain that local desire for reform of existing abuses and failures has been more influential of existing abuses and failures has been more influential than any preconceived theory of the respective functions of the state and of the local units. The issue is certainly one of the most important problems in the development of wise legislation and of state school betterment. For future action nine guiding principles are laid down by Dr. Strayer as follows:

"1. The state should guarantee support for local school systems in order to make an acceptable foundation program of education available throughout its entire area.

tire area.
"2. The state's program for financing schools should be in the nature of a minimum program in order to preserve local initiative and opportunity for experimen-tation. The localities should be permitted and encouraged to provide at their own expense for a more generous educational program than that paid for by the

state.
"3. Control of minimum standards for school sites, "3. Control of minimum standards for school stes, buildings, and equipment should be placed in the state department of education. No state should permit the location, construction, or equipment of its school buildings to fall below definite minimum standards of provision for safety and health and for adequate housing of the educational program. The state control should not interfere with the desire of any locality to provide schoolhouse construction superior to the minimum standards established. Local initiative and opportunity for experimentation should be maintained even in ex-

"4. The state should be made responsible for the establishment of standards and for the administration of a system of certification. This certification should guarantee to all localities competent teachers, supervisors appropriate and other professional emvisors, superintendents, and other professional em-

ployees.

"5. State control over the curricula and courses of study of the schools should be limited to the enforcement of general requirements considered essential to the safety and perpetuity of the state. Local control should govern the detailed content of courses of study and the selection of the curricula best adapted to the needs of the children.

"6. The state should provide leadership in matters

relating to the interna (especially courses of study, curricula, and methods of teaching) even though the control be left to the local units of administration. This leadership should be under the direction of competent specialists employed by the state and should be provided even when the local administration and supervi-

"7. The state department of education should be given legislative authority in regard to the minimum scope and organization of local school systems. No state should permit the continuance of inadequately organized local school units when this situation can be remedied by reorganization. edied by reorganization.

"8. The state department of education should provide

leadership in the reorganization of small and inefficient units of administration into units large enough to employ competent administrators and supervisors. It will be the part of wisdom to encourage this local reor-

ganization rather than to try to legislate it.

"9. One general principle should be followed in all legislation dealing with the shifting of control between the state and the locality — the state's control should never be limited to matters of legislative enactment. The state department of education should stimulate progress by means of scientific inquiry and through the highest type of professional leadership."

highest type of professional leadership."

Possibly the nub of the author's concern for centralization is contained in this sentence: "The greatest need at the present time is not for more legislation that will place power and authority in the hands of politically chosen state officials, but for the development of state departments of education that are provided with larger and extremely competent staffs, ready and eager to give the highest type of professional service to all the localities within the state. Creative supervision, technical and competent, will bring about local competence and will encourage local initiative."

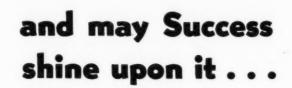
Dr. Strayer apparently does not trust elected represents.

Dr. Strayer apparently does not trust elected representatives of the people quite so much as professional educators. This raises the question whether democratic administration, even in so large a unit as the state, requires ultimate professional supervision and approval.

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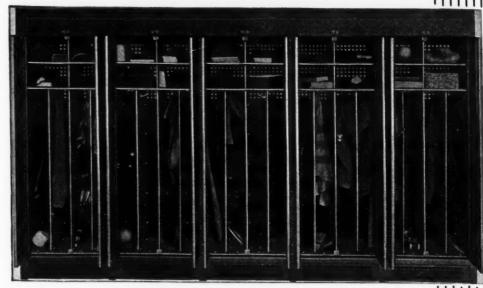
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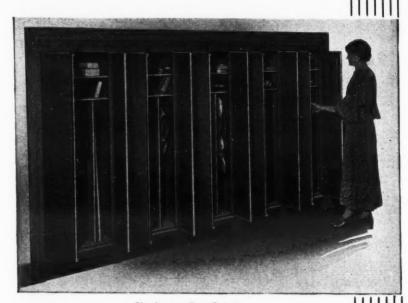
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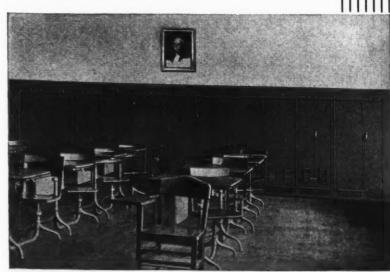
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# Curchool Law

#### School-District Property

A high-school physical-training instructor was held not negligent in permitting a vigorous, robust, 16-year-old boy, whom no one knew to be suffering from chronic aneurism of cerebral artery, ruptured as a result of a blow from basketball, causing his death, to

result of a blow from basketball, causing his death, to participate in basketball game after instructing him as to rules. — Kerby v. Elk Grove Union High School Dist., 36 Pacific reporter (2d) 431, Calif. App.

A high-school district was held not liable for the death of a basketball player as a result of the rupture of a cerebral artery by the blow of a basketball, thrown during "free play" game, which it was not the physical-training instructor's custom or duty to referee, in the absence of evidence that the instructor, who was in the gymnasium at the time, failed to perform any duty. — Kerby v. Elk Grove Union High School Dist., 36 Pacific reporter (2d) 431, Calif. App.

The statutes relating to contracts for the transporta-

The statutes relating to contracts for the transportation of school children and the requirement of public advertising for bids was held inapplicable to an accident, whereby injuries were sustained through the alleged negligence of a school-bus driver, which happened before the enactment of statutes (N. J. St. Annual of 1933 and 1934, § 185—117a).—*McKnight* v. *Cassady*, 174 Atlantic 866, 113 N. J. Law, 565.

#### School-District Taxation

Ballots submitting the question whether an increase in the school district's limit of indebtedness should be in the school district's limit of indebtedness should be authorized, was held to substantially comply with the statute, although containing words "yes" and "no" below the question instead of "for increasing the limit of indebtedness" and "against increasing the limit of indebtedness," as specified by the statute (N. Dak, laws supp. 1925, § 1326a3; N. Dak, laws of 1927, c. 196, §, as amended by the laws of 1933, c. 170; c. 196, § 7(a), as amended by the laws of 1931, c. 195, § 2; c. 196, § 7 (b).—Knudson v. Norman, School Dist. No.—, Traill County, 256 Northwestern reporter 224, N. Dak.

Where the ballots at an election on a bond issue for the erection of a schoolhouse, street paving, and installation of water meters, stated the three subjects

installation of water meters, stated the three subjects of the bond issue, but were so arranged that the voters were required to vote for or against the three

objects as a single proposition, and were not permitted to express their wishes upon the merits of each object separately, the election was held ineffective and the bonds invalid. — In re Validation Bonds, City of Moss Point, 156 Southern reporter 516, Miss.
Where a common-school district proposed to erect

a new school building in place of and on the site of the building standing on land owned by the district, the school board was not required to submit the question of the site at the election to determine whether bonds to erect the new building should be issued (N. Dak. complete laws of 1913, § 1184).—

Knudson v. Norman School Dist., No.—, Traill County, 256 Northwestern reporter 224, N. Dak.

The New York City board of education has no power to employ persons eligible for appointment to regular teaching positions in day high schools as substitute teachers to fill vacancies temporarily, but must appoint them as regular teachers (Education Law, §§ 868, 872).—Jaffe v. Board of Education of City of New York, 192 Northeastern reporter 185, 265 N. Y. 160, aff. 270 N. Y. S. 190, 240 App. Div.

Whether and when to appoint teachers in New York City schools, the number to be appointed, and what classes and subjects, rests in the sound discretion of the city board of education, and the court cannot order a board to appoint persons on eligible lists to vacant positions in day high schools (Education law, §§ 868, 872).—Jaffe v. Board of Education of City of New York, 192 Northeastern reporter 185, 265 N. Y. 160, aff. 270 N. Y. S. 190, 240 App. Div.

A board of education's transfer of teachers from various schools in the city to a particular school which the board determined to close was held not illegal, where a reduction in teachers was deemed illegal, where a reduction in teachers was deemed necessary for reasons of economy and because of diminution of the number of pupils (4 N. J. complete statutes of 1910, p. 4744, § 68; p. 4763, § § 106a-106c).—Flechtner v. Board of Education of Hoboken Dist., 174 Atlantic reporter 529, 113 N. J. law, 401, aff. Sup., Downs v. Board of Education of Hoboken Dist., 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J.

A board of education can dispense with the services of such teachers, selected from an entire school district, as it in good faith deems necessary to effect

economy which a district's financial condition deeconomy which a district's financial condition demands, where the number of pupils has declined (4 N. J. complete statutes of 1910, p. 4744, § 68; p. 4763, §§ 106a-106c).—Flechtner v. Board of Education of Hoboken Dist., 174 Atlantic reporter 529, 113 N. J. law, 401, aff. Sup., Downs v. Board of Education of Hoboken Dist., 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J.

The action of a board of education in transferring

The action of a board of education, in transferring certain teachers to a school which the board had determined to close, should not be disturbed in the absence of a clear abuse of discretion (4 N. J. complete statutes of 1910, p. 4744, § 68, and p. 4763, §§ 106a-106c).—Flechtner v. Board of Education of Hoboken Dist., 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J.

The fact that the president of a board of education bad criticized the employment of granting and the statements.

had criticized the employment of married and non-resident teachers was held not to show an abuse of discretion in the transfer and dismissal of such teachers, where the board acted to effect an economy, and ers, where the board acted to effect an economy, and a diminution in the number of pupils rendered services of some teachers unnecessary (4 N. J. complete statutes of 1910, p. 4744, § 68, and p. 4763, §§ 106a-106c).—Flechiner v. Board of Education of Hoboken Dist., 174 Atlantic reporter 529, 113 N. J. law, 401, aff. Sup., Downs v. Board of Education of Hoboken Dist., 171 Atlantic reporter 528, 12 N. J. Misc. 345, N. J.

#### Pupils

A child residing more than four miles from the A child residing more than four miles from the school in his district may attend a school in another district, and the other district in such a case can recover tuition from the child's home district, regardless of whether the home district furnishes transportation (Wis. statutes of 1931, § 40.34; Wis. constitution, art. 10, § 3; U. S. constitutional amendment 14).

— Union Free High School Dist. of Village of Cobb, 256 Northwestern reporter 788, Wis.

A statute providing that the board of education may make "rules" for the transportation of children to and from school was held, in view of subsequent legislation, to authorize a board of education to provide for the transportation of children living remote

legislation, to authorize a board of education to provide for the transportation of children living remote from the schoolhouse, either through contracts with others or by busses operated by the board (N. J. 4 comp. statutes of 1910, p. 4765, § 117; N. J. comp. st. supp., 1930, § 185–125d; N. J. st. Annual of 1933 and 1934, § 185–117a).—McKnight v. Cassady, 174 Atlantic reporter 865, 113 N. J. Law, 565.



course the records of installations were impressive and it was obvious also that the Committee was decidedly impressed by your demonstration. Even to anyone as familiar as I am with Peabody quality that demonstration is always interesting. I suppose it is because it is only natural for one to want the wisdom of his recommendation proven to those to whom he has made it."

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#### PROGRESSIVE APPROACH TO SCHOOL BUSINESS

Supt. V. M. Rogers, of Boulder, Colorado, sends a monthly agenda to his board of education, which is designed (1) as a progress report on school activities, (2) to provide miscellaneous information, and (3) to submit a series of recommendations, with the request for board-of-education action.

By way of illustration, we reproduce a few of the items presented in a typical monthly report of agenda:

1. The enrollments have exceeded last year's total enrollment in most buildings. The grand total at the end of the second month was 2,695. The number of pupils per teacher is very unevenly distributed in the various buildings. The distribution on pupil-per-teacher basis in each building is as follows:

data in	Pupil	s per	Teach
	University Hill	23.1	
	North Side	23.4	
	Washington	26.	
	State Prep	26.7	
	Lincoln	29.	
	Mapleton	30.3	
	Whittier	34.4	
	Highland	39.3	
These	figures include regular classroom teachers	only.	

2. Several teachers' meetings, principals' conferences, and department meetings have been held. The spirit of co-operation is gratifying. Several committees have been formed, dealing with reorganization of the curric-lum, selection of more desirable textbooks, and the

problems of visual education, including charts, maps, globes, stereopticons, and motion pictures.

3. The school health program is well under way, the doctors and local health associations co-operating. The general health condition of the children is unusually

good, possibly due to good weather.

4. Meetings have been held with Parent-Teacher groups to discuss plans and policies of the school program. Out of these meetings has come a Parent-Teacher Council with representative parents and teachers from all buildings. From this group a steering committee of eight parents, comprising the presidents of all Parent-

Teacher groups and a representative parent, nominated by the principals from buildings having no Parent-Teacher Association, whose purpose is to meet periodi-cally with the superintendent to consider school prob-lems as parents view them. This group is proving to be most helpful in many of the problems with which

we are dealing.

5. Through the teachers' meetings by buildings and principals' conferences, a group of objectives for the school year has been established. These are desirable goals toward which the general program is driving in an organized way during 1934-35. These objectives, as determined by the faculty and the order of their imdetermined by the faculty and the order of portance, are listed below.

I. Improvement of Reading
II. Health Program
III. Educational Measurements
IV. Professional Improvement
V. Curriculum Revision
VI. Individual Differences of Children
VII. Home and School Relationships

After informing the board of the varie

After informing the board of the various activities engaged in by the workers in and outside of the school system, the memorandum invites board

action to the following:

1. We should like to ask for general board approval 1. We should like to ask for general board approval on the Strayer-Engelhart system of school financial accounting. This implies modest expenditures for some forms, the total probably not exceeding forty dollars. Mr. Neill has on hand at present some of the forms which were ordered a year or so ago. This will necessitate changing slightly our budget form which will be done to conform to the Strayer-Engelhart system. We hope to have this ready for the board meeting.

2. It is recommended to the board that the method of banking school funds be changed so that all school revenue be placed in the county treasurer's funds. This

revenue be placed in the county treasurer's funds. This is essential if we are to have a single system of bookkeeping. A dual system is confusing, more expensive, and unsatisfactory for auditing.

3. May I further recommend that the Rotating fund

or petty-cash fund be increased to \$50 (it is now \$25), and that the secretary be authorized to handle small bills through this fund, not to exceed five dollars for any one bill, and that a voucher jacket be prepared with bills attached showing the amounts to whom and

for what each expenditure was made.

4. I wish to further recommend for board consideration another step in completing the board's program of becoming a policy-forming and advisory group rather than a board concerned with details. The general practice among present-day school boards is to handle, through a regulated budget, each item of which the

board has approved, and through a voucher, approved by the superintendent, signed by the president and secretary of the board, all school expenditures, the secretary of the board, all school expenditures, the board receiving a monthly statement of the disbursements from the various budget items during the month and the net balance to be expended during the remainder of the year. The board as a group is not bothered with hours of going through bills which have been made and which are generally approved. By following the general practice this would be handled through the president of the board of education and the school offices. the school offices.

No.260

The recommendations were approved.

# A REMARKABLE SCHOOL-BOARD RECORD

Mr. N. Franklin Maddever has retired from the board of education at Niagara Falls, New York, after a continuous service of thirty years. For 25 years he was president of the board.

During his service the schools of his city have undergone a phenomenal growth and transformation. A rapidly growing community and the constant needs of additional buildings and modern equipment for its schools have made heavy demands on the time and best thought of the

education authorities during this period.

One indication of what has been accomplished under Mr. Maddever's leadership is the fact that during the past 25 years the city of Niagara Falls has built and equipped a school administration building, a new senior high school, a vocational school, four junior high schools, and seven elementary schools at a combined cost of nearly ten million dollars.

In spite of the fact that Mr. Maddever has been a very busy man in his work as editor of the Niagara Falls *Gazette*, he has given freely of his time to the problems of the schools. With splendid co-operation from his associates on the board of education, and with the support and confidence of the citizens of his city and of those actively engaged in the work of education, he has labored unceasingly through three decades to place and to keep the schools of his city on the highest level of efficiency.

It is a record of service and achievement of which any man might justly be proud.



#### WEST VIRGINIA EDUCATIONAL RECONSTRUCTION

When times were good and the public revenue was sufficient to meet the cost of government, no one bothered much about the science of taxation or the consolidation of administrative units in order that there might be a more adequate support

for the schools. This was the status in many states.
State Supt. W. W. Trent, of West Virginia, in an interesting discussion brings out the fact that the educational factors of that state awoke to the realization that with the advent of the depression a new order of things had arrived which also involved a reconstruction in the educational field.

He points out that when local government be-came bankrupt, teachers' salaries tumbled, schools closed, and delinquent taxes mounted, the need for a new approach to the school problem also arrived. In West Virginia from 4,000 to 5,000 schools were closed short of the regular term, affecting over 100,000 children.

When in 1930 education in West Virginia cost \$26,914,226, the state carried only 3 per cent of the burden. Local government covered the cost. But the change in the financial situation made it necessary that the larger unit must come to the rescue of the smaller.

A constitutional amendment followed. The county unit came to the fore. Those favoring it believed that it would promote consolidation of elementary schools, increase enrollment in high schools through transportation and the breaking down of small units, would give more efficiency in local administration, reduce administrative costs. equalize local taxes, and provide equal supervision

for rural and urban teachers.
Superintendent Trent here says: "The results thus far have exceeded expectations. The consolidation of elementary schools and the transporta-tion of rural children to reorganized centers gave 15,000 elementary children a graded school with one teacher per grade or one teacher for two or three grades where the children had songs, games, stories, and other activities suited to their age and psychological needs. In junior and senior high, 38 schools, some of which had an enrollment as low as twenty, were consolidated, giving 2,300 advan-

tages of larger schools with better equipment. The annual increase in high-school enrollment the first vear under the county unit was almost 100 per cent over that of previous increases. In many high schools the full enrollment increased 50 to 75 per cent. In Clay County High School this year, with transportation for the first time, the actual enrollment increased from 231 to 384. The enrollment at Capon Bridge High School increased 150 per from 44 to 109.

"With the organization of the 55 county units the number of local districts within the state were reduced from 398 to 55, and the number of board members from approximately 1,200 to 275. With the elimination of the secretaries of boards of education in 398 districts the total reduction in a number of administrative officers was approximately 1,300. The cost of administration by boards of education was reduced in about the same proportion as the reduction in number of board members. The efficient work of these 55 county boards of education has the recognition of both those who were favorable to the new organization and who opposed it.

"With revenues from direct taxes for school purposes reduced almost two thirds, the state was confronted with the option between helping all counties on former state-aid basis of need and thus reducing all to the minimum program with maximum state control, or the creation of a new basis for distribution that would leave the major control with the counties and permit the greatest possible number of counties to exceed the minimum state program. Fortunate indeed we are that the legisla-ture created a new method of distribution.

With distribution of state aid on the pupilteacher basis as shown by average daily attendance, the state last year distributed \$9,904,340. As an equalization fund, it distributed \$243,761, making a total of \$10,148,101, which was 53 per cent of the cost. The Federal Government contributed approximately 2 per cent, and the counties from local taxes the remaining 45 per cent. As school costs increase, indirect taxes must assume the major part of additional cost. While 53 per cent is not the 66 per cent advocated by me before this Association last year, it does make a fair approach to that percentage. Sixty-six per cent is the minimum

in the plans for reconstruction with 75 per cent as the maximum. The remainder should be paid by local communities to insure local interest and to preserve local autonomy. The state should never become the unit of school administration.

In presenting a series of recommendations, designed to strengthen the school service throughout the state, Superintendent Trent closes with the following: "The task is possible of accomplishment. It requires money; that can be found. It requires time; that will be given. It requires sympathy; that is already in evidence. It requires co-operation; that is assured through actions of organizations such as the American Legion, Parent Teachers' Associations, Women's Organizations, Service Clubs, and other organized groups. It calls for sympathy and devotion to service. The teaching profession personifies these qualities. It calls for encouragement; that has already come through progress made and through many favorable com-ments at home and abroad. On the belief that money will be made available and on these evidences of co-operation and sympathy we base our hopes for a fully reconstructed system of education in West Virginia."

♦ Wallingford, Pa. The Nether Providence School District, in Delaware County, has begun the erection of an addition to the high school. In addition to nine classrooms, the building contains a playroom, a temporary auditorium and gymnasium, and lavatories for boys and girls. It is being erected from plans prepared by Messrs. Heacock & Hokanson, Architects, Philadelphia Pa

♦ Rome, Ga. A four-room school for Negro children was completed and occupied in September, 1934. The

was completed and occupied in September, 1934. The building was completed at a cost of \$11,000.

♦ The board of education of Spokane, Wash., has fixed its annual budget for 1934–35 at \$1,527,676. Of this amount, \$1,215,959 is to be used for instruction. The new budget represents an increase of \$136,065 over the expenditures for the year 1933–34.

♦ The school board at Rock Springs, Wyo., has cooperated with the school authorities in promoting an ice-skating rink for the use of the school children and the public. The rink was built up by the spray method and was part of a CWA project. The board has also completed three concrete tennis courts, using FERA labor, supervised by school employees.



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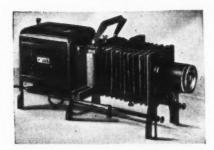
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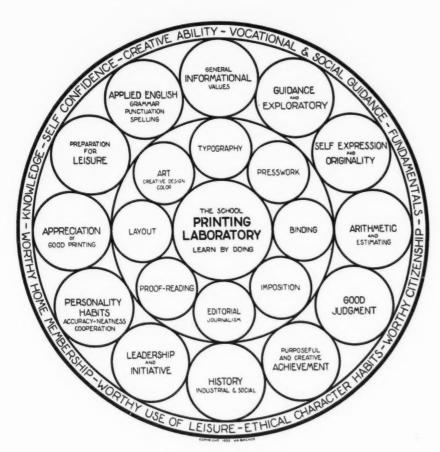
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# A Commencement in Harmony with the Times

Can the annual commencement of the high school contribute to a realization on the part of the graduates and of the school patrons that the times are extraordinary? Can the graduation provide an understanding of an important economic and governmental problem? Can commencement be lifted out of the stereotyped and conventional form of program to contribute something to the welfare of the community? The school authorities of Amelia, Virginia, felt in the spring of 1934 that the high-school commencement should answer all of these questions affirmatively, and a packed house of citizens and school patrons who heard the general program with enthusiasm was the result.

Since its establishment, the annual commence-ments of the Amelia High School have followed traditional lines and have included recitations and music by the school and an address by an outside speaker. In the spring of 1934, Principal Roy Helms suggested to the faculty that the program should be centered on the most important prob-lem confronting the community. The commence-ment should be an aid primarily to the education of the graduating class, but in a secondary way it should assist the community in an understanding of a governmental problem that was arousing considerable discussion and that was not understood by a limited group of grumbling taxpayers.

#### The Program

As a concession to precedent, the first half of the commencement program, held on May 30, 1934, included the usual music, a brief class poem, a prophecy, the presentation of a memorial to the school, and the class will. The radical departure came in the second half of the program, which began with an address by a student entitled, "Where Does Amelia Stand?" This address, all the facts and figures for which were collected by the student who presented it, described the history, the present population, the economic situation, the government, and the tax problems of the

local county.

The second address was entitled, "About Amelia Schools." In less than 900 words, the speaker described the organization of the county school system and discussed the enrollment, the transportation system, the number of teachers, the salaries, and per-capita costs. In the course of the paper, the student spoke of the reduced expenditures for the local schools:

the local schools:

"This reduction has been necessary on account of reduced state appropriations and a smaller income from the county. During the school year 1930–31, Amelia County received \$36,015 from the state for schools. The appropriation from the state this year is \$27,000, or \$9,015 less than it was four years ago. It is \$5,174.83 less now than it was last year. This, you can realize, is almost enough to run our schools for one month.

"The schools have fared poorly. The school-tax rate has been reduced, the amount of tax delinquencies has increased, and the state appropriation decreased. With

has been reduced, the amount of tax delinquencies has increased, and the state appropriation decreased. With these facts staring us in the face, is it little wonder that we have a shortened school term? There was only one way out, and that was to borrow the money. The last session of the General Assembly made it possible for school districts to borrow money from the Literary Fund in order to keep the schools open. This money was to be loaned at a low rate of interest with the delinquent tax tickets as security. However, our school board was not inclined to borrow this money, preferring to close the schools when the funds were exhausted.

"Next year promises to be better. The last session of the General Assembly appropriated an additional million dollars for schools. This means the state appropriation will be increased. Next year Amelia county will receive about \$35,500 from the state, which is an increase of over \$6,000 more than was received this year."

### School-Tax Rate Discussed

The third speaker discussed Amelia's tax rate and showed its favorable position. Said this stu-

"The tax rate in Amelia County is 30 cents less than

the average for the State of Virginia, which is \$1.70. Out of this, an average of 75 per cent is used for school purposes and 25 per cent for general purposes. Amelia falls short of this average by 11 per cent. Dr. Stauffer, of the state tax department, estimates that for the fiscal year ending June 30, 1932, the per cent total school expenditures in Amelia County were only 55.7 per cent of the total expenditures for all purposes.

"In 1932, the rate of the tax on farmland and buildings in Virginia per \$100 assessed value was \$1.64. The Bureau of Agricultural Economics of the United States Department of Agriculture gives the true rate as \$0.77

Bureau of Agricultural Economics of the United States Department of Agriculture gives the true rate as \$0.77 per \$100 actual value. This was the lowest in the United States. The second state in rank was Delaware, with \$0.92. The average of the United States was \$1.50, or almost double the Virginia rate. And yet we do not consider ourselves fortunate to be living in the State of Virginia. Let us look at some of our neighboring states: The rate in North Carolina was \$1.89, South Carolina \$1.85, Georgia \$1.74, West Virginia, \$1.36. If we jump to some of the northern states we find a rate of \$2.45 in Maine, \$2.14 in New Hampshire, and \$2.11 in Pennsylvania. And down in Mississippi the rate was \$2.66. Yet Virginia's rate was only \$0.77. What a comparison!"

#### The Situation Summed Up

The fourth student discussed the retrenchment program carried on in the school system and made clear that the county board of education had done everything possible to continue the necessary school services and had cut terms and reduced salaries so far as this could be done.

The fifth speaker, who was valedictorian, summed

up the situation by saying in part:

"As we stand here at the commencement of our careers apart from this school, we realize more than ever before that full preparation is needed for one to take his rightful place in the social order. We do not

take his rightful place in the social order. We do not know yet what experience can teach us. We only know that the world appears as a challenge, a challenge for the person who seeks adventure; a slough of despair for the person who will not work and will not assume his proper responsibility.

"We have heard a lot of criticism of the schools as they are today. There are people who would eliminate this, that, and the other thing. There are others who would add many things to those we are already taught. But regardless of subjects and curriculum, we can vouchsafe for the school being the one best training ground for boys and girls. At no other place can the

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individual have the advantages of social contacts that are made at school. There are personalities in the classroom, in both teachers and pupils, that will create an impression that will last a lifetime and alter one's outimpression that will last a lifetime and after one's out-look on life. A certain method of study, or organizing facts, is acquired in school. This may assume great importance in vocational success and in the under-standing of full citizenship rights. Add to this the ac-tual knowledge gained from textbooks and we have the greatest training institution the world has ever

"The American people have not fully realized the importance of their schools as the European people have. With the nations worn and tattered by the world war and steeped in debt, the people of Europe have not attempted to cripple their children by shortened school terms and unwise economies. The average school term in France is 200 days, Sweden 210 days, England 210, Germany 246, and Denmark 246. Compare the school term of these foreign countries with our own term of 160 days this year. It shows that we are far behind. Yet the Americans go blithely on admitting that the people of Europe are so much more astute. There is good reason for this opinion we hold of them when they receive so much more schooling. "In cutting the school term in Amelia to 160 days this year, we are falling under the average for all the counties of the State of Virginia. This is a distinct disadvantage considered from the standpoint of the state

counties of the State of Virginia. This is a distinct disadvantage considered from the standpoint of the state itself. If we consider some of the northern states, we find that they are still running 10 full months. And the graduates of the Amelia high school, with only 8 months this year, must compete with those graduates of the 10 months' schools. That competition will be experienced not only in college, but in their life's occupations. Competition is becoming keener and keener all of the time

"In cutting the school term you have not received your full money's worth of the teachers' and administrators' time. It takes just as long to organize an eight months' school as it does a nine months' school. It takes just as long for the pupils to become orientated and introduced to their work. It takes just as long for teachers and pupils to come to an understanding of each other, and to get down to a working basis. So, in the long run, it means that both you and the pupils have lost."

The local newspaper reproduced the addresses in full; members of the graduating class distributed copies of the principal statistics to the members of the audience as they left the hall. And finally, the entire group of addresses was mimeographed

and distributed to key people in the various parts

of the county.

Principal Roy Helms, in discussing the commencement, states that it was the most successful in many years. A similar program on "The History of the County" will be prepared for 1935.

#### TEACHER INITIATIVE URGED

The personality and initiative of the classroom teacher has been dwarfed and her contributions to edu-cational administration have been nullified through recent theories and practices in state and local school

In a report prepared by Dr. George S. Counts, the argument is made that the teacher must hold reasonable freedom and initiative and must be given an opportunity to make her voice heard in the development of educational and administrative policies. Dr.

Counts writes:
"Under the influence of the mechanistic and atom-"Under the influence of the mechanistic and atomistic psychology which swept through education during the past generation a theory of school administration took root that might well prove disastrous to the public schools. According to this theory, it is the duty of the teacher to take orders from the head of the department, or the head of the department to take orders from the principal, and so on, from level to level of the supervisory hierarchy. As a result, in many school systems teaching has become largely a matter school systems teaching has become largely a matter of following instructions received from some official not immediately responsible for the work with chil-

"The tendency was no doubt accelerated by the ideal of efficiency derived from big business and by the spread of the so-called objective tests. A school system thus took on the aspect of a vast and intricate mechanism designed to pass on to the younger genera-tion certain reading habits, number combinations, and-facts about geography, history, and civics."

Arguing that social reconstruction along collectivist lines is inevitable, Dr. Counts goes on:

lines is inevitable, Dr. Counts goes on:

"Here is the great guiding conception of any educational program capable of serving contemporary society. Educators might wish that it were otherwise, but their wishes would be of no avail. From this verdict of history there is no appeal. To resurrect the loosely organized economy of the world that created 'the little red school house' is impossible. That economy has been overwhelmed by the onward sweep of technology. The school of the twentieth century must function in

an economy that in its basic structure is becomi thoroughly socialized.

#### A DECISION ON HIGH-SCHOOL TUITION

The Commissioner of Education of Rhode Island, The Commissioner of Education of Rhode Island, a recent decision in the case of the East Greenvil School Board vs. the Warwick School Board, has stained the appeal of the board of East Greenvil which alleged that the school board of Warwick hovercharged for tuition of pupils attending the Wick High School. The school board of East Greenvil wick High School. The school board of East Greenvil with protested against the overcharge and an app was taken from the action of the Warwick boat through which it refused to reduce the tuition chart of \$125 as requested.

The Commissioner, in his ruling, pointed out the high-school statute does not impose upon any to

the high-school statute does not impose upon any to or city an obligation to increase the expenditure capital outlays as an accommodation for neighbor towns not maintaining high schools. Accommodation of required for resident pupils are available for by pupils from other towns, until the high-school by pupils from other towns, until the high-school rollment fills the building to capacity. At that the tuition pupils may be excluded. Tuition received from the towns tends to offset part of the expendit for maintenance and thus reduces the average net of the tuition received from the tuition of tuition of the tuition of tuiti per pupil.

per pupil.

Again, the Commissioner pointed out that it is intended that the high-school statute shall operate produce a profit for the town maintaining a high school to exact an exorbitant tuition charge from a to complying with the mandatory requirement of proving high-school education. The statute plainly intended that the tuition charge shall be not more than average expenditure for maintenance. In view of the facts and the presentation made, it was ruled that Warwick school board was entitled to charge no m than \$83.90 per pupil attending the high school on tion paid by other towns during the school year 19 34, that being the cost of maintaining the high school as shown in the report of the school board to the Comissioner.

#### A CORRECTION

Credit for the original design and the supervi of construction of the Lane Technical High Sch Chicago, belongs to John C. Christensen, Inc., su vising architects of the Chicago board of educat Only a portion of the planning of the building done under the direction of Mr. Paul Gerhardt w he was architect of the Chicago board of educat

ooks to ers and d. No nich are sturdy, tbooks ger serboard.

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estchester, Conn.

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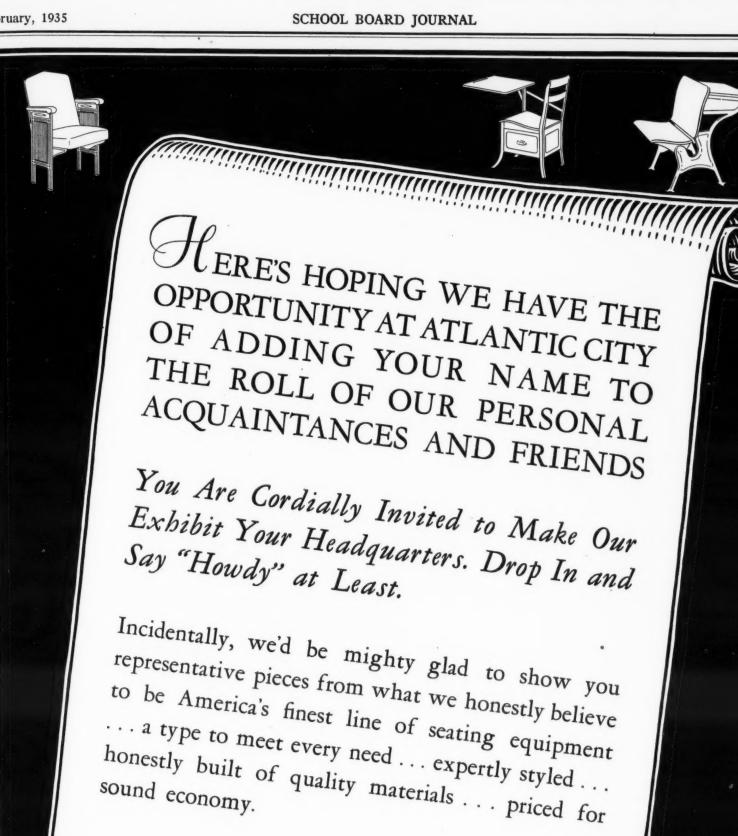
L TUITION

Rhode Island, in East Greenwich Board, has sus-East Greenwich, of Warwick had ending the War-of East Greenand an appeal Warwick board e tuition charge

pointed out that e upon any town expenditure for for neighboring Accommodations available for use high-school eny. At that thus, on received from the expenditure average net cost

ut that it is not shall operate to ing a high school, rge from a town rement of provid-te plainly intends t more than the In view of these ras ruled that the charge no more igh school on tuischool year 1933g the high school, oard to the Com-

d the supervision ical High School, ensen, Inc., super-ard of education. the building was ul Gerhardt while ard of education.



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BERKELEY BUILDING-SURVEY COMMIS-SION FAVORS MODERN CONSTRUCTION

Rehabilitation of the school buildings of Berkeley, Calif., to provide safe structures suitable to a modern educational program has been recently recommended in a report of the Building-Survey Commission, aplast spring by the board of education. Present buildings, which are properly located, according to the plan of reorganization, approved by the Commission, are to be rehabilitated to make them earthmission, are to be rehabilitated to make them cartin-quake and fire resistant. In cases where new con-struction is required, the Commission has designed and obtained approval of a new type structure to be known as the "Berkeley" type, with foundations and first floor a unit of reinforced concrete and with wood frame for walls and roof, the walls to be covered with stucco on metal lath. The new type of structure has been approved by the State Division of Architecture of California.

tecture of California.

In the study of existing buildings or of the necessity of new buildings the Commission, according to the report, gave consideration to the elements of (1) safety against earthquakes, (2) safety against wind, (3) safety against fire, (4) methods and materials of construction, (5) adaptability for school purposes with possible future changes, and (6) cost.

Regarding the problem of reconstruction of present buildings, the Commission asserted that there were two immediate problems to be solved. One is the re-

two immediate problems to be solved. One is the re-conditioning of the existing buildings to make them reasonably safe for the occupants and safe from the possible danger of earthquakes and fire. The second problem is the design and cost of new buildings built either to replace existing defective structures or as

After due consideration of all the factors involved. After due consideration of all the factors involved, the recommendations are to build any new general structures that may be not over two stories in height, with foundations and first-floor framing, including slab, of reinforced concrete, and above the slab, wood frame. The frame is to be designed so that roof and floors form horizontal diaphragms and that, so far as possible, the walls and partitions form vertical dia-

phragms of sufficient strength to resist and transmit all forces that may come upon the structure. The exwalls are to be covered with stucco on metal

Where buildings are required with a basement, which is essentially a story used for school purposes, the basement including the first floor is to be built of reinforced concrete, the whole forming a base upon which rests the wooden frame of the first and second

stories. Otherwise the other requirements prevail.

Auditoriums and gymnasiums, together with assembly rooms, should be one-story structures, generally isolated from the other parts of the building, with the floor near ground level, and with ample exits leading directly to the outside. The size and shape of the average gymnasium and assembly building makes it mandatory to build it with steel trusses carried on steel columns, extending to the foundations, with ample provision to resist lateral forces. The walls and roof should be of reinforced concrete cast integrally with the steel frame

### **BUILDING NEWS**

Lincoln, Nebr. The board of education has voted to have an appraisal made of the 43 school buildings comprising the school plant. The last appraisal was made in 1928. The new appraisal is being made as a reliminary to the adoption of a new insurance policy. Under the new plan, all fire, lightning and tornado insurance will be carried on a five-year basis instead of three. The grand total of insurance carried is \$924,-800 for fire and lightning, and \$4,434,800 for tornado, wind, and hail.

♦ North Providence, R. I. The school board has made preparations for a new school-repair and improvement program, to include the restoration and repair of the interiors of school buildings. During the past year the exteriors of all buildings were improved

past year the exteriors of all buildings were improved with the aid of FERA labor.

• Rock Hill, S. C. School District No. 12 has awarded contracts for the construction of a high-school gymnasium and for additions to two existing buildings. The total cost of the construction will reach \$128,000, of which \$98,000 is covered by a bond issue, and the balance is met by a PWA grant.

• Muscatine, Iowa. The school board has approved a new janitor setup, calling for a building supervisor and a new force of temporary night janitors. The changes are expected to result in an increase of 10 per cent in cleaning efficiency and a decrease in janitorial

cent in cleaning efficiency and a decrease in janitorial

♦ Belleville, Ill. The board of education of S District No. 118 has made a study of light an conditions in the classrooms of the public sci Light tests were conducted in the Douglas So where various types of new lighting fixtures of the direct, semi-indirect, and direct types were ins in classrooms for experimental purposes. Air of tions were tested by means of humidifiers install the classrooms. If the air-conditioning advantage borne out, it is planned to introduce the syste all of the schools immediately. The installation o lighting systems will be carried out gradually, d the high cost of installation.

Blackwell, Okla. The board of education has

the erection of a high school, to cost approxin \$225,000. The building is to be completed in A

♦ Bismarck, N. Dak. The cornerstone for the high school has been laid. The ceremonies were ducted by Mr. G. F. Will, president of the board, and Mr. H. O. Saxvik, superintende

### SCHOOL-BUILDING CONSTRUCTION

During the year 1934 Dodge reported contra for 177 educational buildings, of which 157 were and college buildings, 15 were libraries and labora nd 5 were gymnasiums. The total cost of these buildings was \$117,50

The total cost of these buildings was \$11,50.

The increase over the previous year will be understood if it is recalled that the total contra in 1933 amounted to \$39,950,400.

During the month of December the total collet for educational buildings amounted to \$5,0.

The Dodge figures cover 37 states east of the Mountains.

During the month of December, 1934, contractiffteen buildings were let in eleven states west Rocky Mountains. The total price of these cowas \$1,102,057. A total of 290 further building

ects were reported, at an estimated cost of \$5,4 During the twelve months of 1934, 84 co were let, at a cost of \$9,371,152. A total of 697 tional projects were reported, at an estimated

### SCHOOL-BOND SALES

During the month of December, 1934, the total of school-bond sales reported was \$14,8 Of these, \$12,893,411 were reported for new building construction. Refunding bonds in the amount of \$865,149, funding bonds in the amount of \$ and miscellaneous bonds of \$1,112,000 were re Von Auprin

Self-Releasing Fire and Panic Exit Latches

# When That Fair Day Comes

Some time there may come a day when schools will not burn, and then perhaps you can afford to compromise with safety in buying Fire and Panic Exit devices.

But, despite the fact that you may not have had a school fire in your city for several years, the fair day when we stop burning school buildings and school children is a long way off.

Each year some eighteen hundred schools burn; each year two hundred children meet death from these fires. And the pitiful part of it is that, according to reliable authorities, half of these lives could be saved through adequate exit facilities.

Won't you agree with us that at least until this condition is overcome—until there are no panics from any cause—nothing less reliable, nothing less sure than the genuine Drop-Forged Von Duprin devices should go on the doors of your schools?

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ng feet.
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ducation of School y of light and air he public schools. e Douglas School, fixtures of the inpes were installed rposes. Air condiidifiers installed in ing advantages are uce the system in installation of new gradually, due to

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#### STRUCTION

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s was \$117,503,200. year will be better e total contracts let

the total contracts inted to \$5,042,800. east of the Rocky

1934, contracts for a states west of the e of these contracts rther building projl cost of \$5,460,638. 1934, 84 contracts a total of 697 addin estimated cost of

ALES

er, 1934, the grand ed was \$14,892,823. ed for new schoolonds in the amount amount of \$22,263, 2,000 were reported.



No exit door can be safe without Von Duprin Self-Releasing Fire and Panic Exit Devices for, in case of emergency, a push or pull on the cross bar provides instant exit—sure, positive, safe!



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For complete details of all Von Duprin Devices see Sweet's, Section 18/38

### IF I AM UP-TO-DATE!

#### J. M. Horton, Fillmore, California

If I am up-to-date, I must use silly, easy text-books, in some cases downright immoral ones, and be satisfied with them.

If I am up-to-date, I must believe psychologists

who virtually call each other liars.

If I am up-to-date, I must follow a constantly revolving fund of fads or slogans such as apper-ception, motivation, training the hand as well as the mind, problem-and-project method, curriculum reform, self-expression, creative method, tests and measurements, vocational guidance, activity pro-

If I am up-to-date, I must discard my school be-liefs which just a few years previous I described

as pedagogically scientific.

If I am up-to-date, I must accept today the dictum of the high priests of education which I know will be discarded tomorrow.

If I am up-to-date, I must adopt and use methods which common sense tells me are supplanting much better methods.

If I am up-to-date, I must talk about teaching the child instead of the subject. What real school teacher has ever done otherwise?

If I am up-to-date, I must be content to move around in a circle and think that I am getting

somewhere (progressing).

If I am up-to-date, I must be progressive though know I am progressing away from an ideal.

If I am up-to-date, I must be progressive though I know that progressive schools fail to produce satisfactory results.

If I am up-to-date, I must be content to see 27.4 per cent (1932) of yearly commitments to Sing Sing come from high-school classes.

If I am up-to-date, I must discard formal training, though I know that 80 per cent of pertinent experiments favor it.

If I am up-to-date, I must proceed along the

lines of least resistance.

If I am up-to-date, I must consider the child's judgment as to what is best for him, superior to the teacher's judgment.

If I am up-to-date, I must let a young person learn the meaning of "Thou shalt not" after he leaves school.

If I am up-to-date, I must forget that play habits do not produce good workers.

If I am up-to-date, I must claim much for "our and help invent technical terms to profession"

prove my claim. If I am up-to-date, I must pay more attention to salaries, tenure, sick leave, Sabbatical leave, holidays, etc., than I do to dispensing education: i.e., more attention to teacher welfare than to child

or student welfare. If I am up-to-date, I must weigh only what goes

into a school, not what comes out of it.

If I am up-to-date, I must claim as much or more for the product of the modern school as for

the product of three decades ago.

If I am up-to-date, I must discard the difficult parts of school life and somehow figure I am do-

ing my duty by the children.

If I am up-to-date, I must try to sell to the public the kind of school the theorist wants instead of the kind the public wants, even though the public pays for it.

I am up-to-date, I must believe that new times and new conditions demand a brand new curriculum even for those whose best interests are in learning the basic subjects well.

If I am up-to-date, I must be content to let children waste their time in school and find them-selves without the tool subjects when they are

In fact, if I am *up-to-date*, I must consider experimenting more important than educating.

# PROBLEMS OF ORGANIZATION AND ADMINISTRATION

### A. A. Schoffen

In the administrative set-up for education every where in the United States, there are two widely different, almost opposite, types of organizations. One is the unified, well-organized city school district; the other is the county, which is split into hundreds of little school districts with separate boards, and with little unity of purpose, each district going its own way

The city school district has been the pioneer in

every progressive forward step in education. Howlarge the city may be, it is managed as a unit. New York City is as large as some of our counties in size, and with five millions of people. It formerly had 46 members in its board; it now has 7. Providence, Khode Island, had 33; it now has 7. Boston had 24 and now has 5. Here are large units under small, responsible boards of control.

What cities can provide for their schools with ease — health service, specialized instruction, firstrate experienced teachers, modern buildings, supervision, expert business management, leadership, and all—even were the people in small districts disposed to add such advantages, they could not do it so long as they are still divided into small units under separate heads. Certain cities stand out for particular progress and achievement — Gary, Dalton, Pueblo, Batavia, Detroit, Oakland, Los Angeles, Winnetka, Berkeley, Denver, Baltimore, and others. And so the experience of hundreds of city school districts holds for us some clear and unmistakable lessons in organization and administration. Consolidated schools have begun to profit by their larger units of organizations. Until our counties introduce some such unit system into their educational organization, there can

proper educational effort nor complete efficiency. Rural-school administration must be put on as high a professional plane as is city administration. In some counties there are more school-board members than there are teachers. In a state in the middle west using the district system, 45,000 school directors are selected by the people to control the schools employing only 14,000 teachers and spending less for annual maintenance than is spent in a city such as Boston which has a school board of five members.

Tradition dies hard. For the pleasure of keeping our present organization, our small districts, our election of unnecessary numbers of school boards our many small schools—we have many small districts with inefficient schools, inadequate buildings and supplies, and no real community service.

Consolidation helps, but it is not the only way out. A modification of the county unit system could be applied to our county organization. The districts of a county should pool their resources and efforts. All children of a county are entitled to the best educational opportunities.

Who is to be responsible for the early solution of this problem? What steps should be taken? What plans for reorganization and management shall we recommend?

#### PROGRESS OF PUPILS

Supt. C. D. Lamberton, of Berlin, Wisconsin, has issued the following interesting bulletin to the teachers in Berlin High School:
1 2 3 4 5 6 12 19 25

. B

The line AB represents a year's journey, 38 units (weeks) in length. In September, John Doe started on the trip. Most pupils in years past had been able to travel from A to point 6 in six weeks, some doing it easily and others arriving with much effort. John, however, had reached point 4 at the end of six weeks — either because of inability to keep up with the rest, absence from school for various reasons, or lack of effort. John's progress to point 4 was satisfactory but he failed to reach point 6. It has been a custom for schools to report to parents at the end of six weeks that Richard Doe had reached point 6 satisfactorily or perhaps with honors for his performance but that John Doe had failed, i.e., he had failed to reach point 6, no mention being made of the fact that he had reached point 4 satisfactorily. Then, at the beginning of the seventh week of school, John has been picked up bodily at point 4 where he was plodding along, set down beside Richard at point 6, and told to step off with the rest toward 12. This has been either an admission that the route between 4 and 6 is of so little importance, that its omission is of no consequence, or that it has been unjustifiable neglect in preparing John for a satisfactory trip from 6 to 12. If the former, then it had better be omitted by all; if the latter, John is entitled to "a new deal." He should be given credit for his progress to point 4, the report to his parents should indicate exactly the point at which he has arrived, and he should continue from this point toward his destination. If, at the end of the school year, John has reached point 25 or 31, that is, where his journey should resume when school reopens, unless tutoring or summer-school work enables him to

# OFFICIAL CHANGES IN THE G. & C. MERRIAM COMPANY

The new president of the G. and C. Merriam Company is Robert C. Murroe, who has been connected with the firm for 36 years. He succeeds Asa George Baker, who has been made the chairman of the board,



and thus will continue to contribute his long and valuable experience to this historic publishing house. Asa G. Baker is the son of the late Orlando M.

Asa G. Baker is the son of the late Oriando M. Baker, who also for some years headed the dictionary firm. The elder Mr. Baker, who was popularly known as "Old Man Baker," was a life-long schoolmaster. Before becoming connected with the G. and C. Merriam Company, he served a half century ago as principal of the Webster School at Milwaukee, Wis. Principal Baker lived in a coay cettage adjoining the cipal Baker lived in a cozy cottage, adjoining the schoolhouse. It was in this cottage that Asa George Baker, who succeeded his father in the presidency, of the company, was born. The cottage is to be razed in order to enlarge the school grounds.

The company has manifested remarkable enterprise in striving for the highest stage of perfection. The new Webster's International, second edition, produced at a cost of one and one-third million dollars, is a distinctive achievement in the American publishing field.

Mr. Munroe entered the employ of the publishing

house as a clerk and was gradually promoted to the management of the sales and advertising department. He also served for several years as a member of the executive committee. Harris W. Baker, a grandson of Orlando M. Baker, succeeds Mr. Munroe. The Merriam Company was founded in 1812.

reach B satisfactorily before time to set out on a new trip.

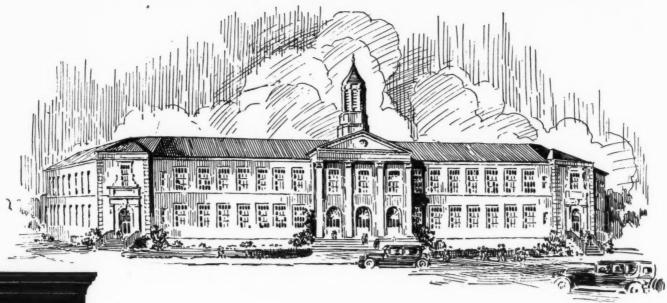
Most school subjects are now organized into units, blocks, or contracts. It is possible to outline a definite progression of subject-matter units to be covered in a semester or year, with no unit after the first being taken up, until the preceding one is satisfactorily completed. It is as easy to report to parents that a pupil has satisfactorily reached point 4, or has completed four units of work (and indicate what the units are), as to report that he has failed to reach point 6 or to complete six units of work - if the report form is devised for such use.

# A CITIZENS' CONFERENCE ON EDU-CATION IN IOWA

A conference on education, called by Miss Agnes Samuelson, State Superintendent of Public Instruction, was held December 19, at Des Moines. At this conference a representative group of citizens discussed a "program of action" for the future development of the Iowa school system. Thirty state-wide organizations sent representatives to the meeting and over 300 delegates were in attendance. The conference endorsed the Iowa program and suggested similar conferences in Iowa program and suggested similar conferences

The program called for adequate support to guaranthe program caned for adequate support to guarantee a minimum program of education, larger units of administration, fiscal independence of local units, competent boards of education, skilled administrators in the educational and business departments, uniform resorting and accounting approach associations. porting and accounting procedure, a stronger county administration, and more adequate support for the state education department.

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Master Clock

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The efficient and silent operation of the secondary movement is worthy of special attention. The program selector provides extreme flexibility.

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#### A STUDY OF THE STATUS OF HIGH-SCHOOL GRADUATES

A study of the present status of 1933 high-school graduates one year after their graduation has recently been made by Mr. Theodore J. Berning, statistician of the state education department at St. Paul, Minn. The study aimed to present data relative to the num-ber and percentage of 1933 high-school graduates who June, 1934, one year after graduation, were (1) continuing their education, (2) were engaged in occu-

ation, (3) were unemployed.

The study showed that there was a total of 21,163 high-school graduates in 1933 in Minnesota, of which 18,227 were included in the present study. Of the 18,227 graduates, 6,502, or 35.67 per cent, were attending some higher institution following their graduation; 341, or 1.87 per cent, were attending a com-mercial or business college; 266, or 1.46 per cent, were enrolled in a school for nurses, and 1,098, or 6.32 per cent, were taking postgraduate work in the high school. A total of 58, or .32 per cent, were enrolled in extension courses, correspondence courses, beauty

schools, and convents.

A total of 7,500, or 41.16 per cent, were employed in some occupation, including office work, garage or filling station, printing office, waiter, and housework. Two thousand six hundred seventy-two, or 14.66 per cent, were unemployed.

#### FINANCING THE SCHOOLS OF MAINE

A survey of the school-finance situation of Maine together with a report thereon, has been completed by the Maine School Finance Commission, on author-ity of the legislature of 1933 appointed by Governor Louis J. Brann. The commission, which was headed by Kenneth C. M. Sills, of Bowdoin College, brought to its service a technical advisory committee and a expert consultants, research and field workers.

The commission divided its work into two fields potential economies in the operation of the schools and needed changes in the basic finance structure. The amount spent for schools in 1910 was approximately \$3,000,000. This was increased in 1930 to \$10,000,000. The causes for this increase are assigned to a decrease in the purchasing power of the dollar, the drift of population from rural areas to villages and cities, and e general growth of the school population. In proposing an ultimate program, the commission

urges more funds for equalization provisions. It proceeds upon a state-wide average-cost basis of \$45 per elementary pupil and \$76 per high-school pupil, with corresponding grants for transportation, nonresident tuition, and subsistence. The amount of state aid granted should make such a program possible. Here a local tax of 7.3 mills on equalized value of property

In discussing the problem of revenue, new state aids have been advised. It is believed that a 2-mill reduction should be made in the property tax. The average expenditures in 48 states for highways was 41.1 per expenditures in 48 states for highways was 41.1 per cent of the total state outlays, in Maine 53.5 per cent; the average expenditure by the states for education was 28.3 per cent, in Maine, 18.8 per cent. It appears that, while Maine's financial ability is up to that of the average of the other states, it has spent considerably more for highways than it has for schools.

The report points out that economies can be effected in instructional costs, in operation, insurance, transportation through the consolidation of rural schools and

tation through the consolidation of rural schools and a general elimination of waste. The report holds that the next few years will be particularly favorable with respect to a school-building program. An opportunity afforded for scrapping the wasteful and unsatisfactory school plants in rural districts and for replacing them with educationally useful, safe, and economical centralized school buildings.

#### THE RELATION OF RADIO TO EDUCATION

In discussing the relation of radio to education, Dr. Robert M. Hutchins, of the University of Chicago, recently stated:

"It is impossible to develop educational broadcasting in this country with the present organization of radio, unless the broadcasters will guarantee the time that has been allotted to it. In the last year or so, marked progress has been made, particularly by the chains, in dealing with this crucial problem. That it is crucial anyone will agree who knows the infinite labor that goes into the construction of an educational series and the catastrophe that is caused by an arbitrary change

"One cannot escape the impression that broadcasters we used so-called educational programs either for political reasons—to show how public-spirited they are—or as stop-gaps in the absence of paying material. This has resulted not only in the frequent change of hours, but also in the donation of the poorest hour It is natural, particularly in times like these, that the best hours should be sold; they bring the best price.

But the hours that are best are best because most people are not free at other times. The finest educa-tional programs in the world will not diffuse much education if the people who want education are oc-cupied earning a living while the programs are on the . If radio is to perform its educational function der private management, the stations must guarantee time, and good time.

"Education must have guaranteed time; it must have good time. It must also have more time. The proportion of the broadcasting day devoted to education in the United States is far smaller than in England. I cannot believe that there is less need, or even less demand for education here than there is abroad. The only conclusion is that our system does not do for edu-cation what has been found desirable and necessary elsewhere. The sacrifice of any time to education, assuming it could be sold, involves, of course, the loss of revenue. But as long as the American people can-not secure from radio the essential services they require, there will be profound dissatisfaction with it, and this must eventually lead to consequences far more serious than a slight reduction in income.

"The rights of minorities, definite and adequate time for education, and for speech, can all be protected without impairing the earnings of the stations and the chains unduly. These things are part of the price that must be paid for the franchises these corporations enjoy, and the price is not too high. The remaining questions are part of the price is not too high. tions are more complicated and serious. Who shall finance educational broadcasting? And who shall promote and support experimental work in educational broadcasting?

'The reason these questions are troublesome is that they lead to so many more. Is radio really an educa-tional device? What role should it play in school, coltional device? What role should it play in school, college, or university scheme? What is its place in adult education? What is adult education? And, if it comes to that, what is education? These questions I cannot pretend to answer. But they must be answered because they are the fundamental questions. What is needed is a comprehensive study of the educational possibilities of radio by a group of competent educators (not university presidents) which should attempt to discover what can and cannot be done with the to discover what can and cannot be done with the medium and what part is to be taken by the industry, by the government, by educational institutions, and by philanthropy in its development. All that I can do here is to indicate in an abbreviated and amateurish way a possible approach to a few of the problems."

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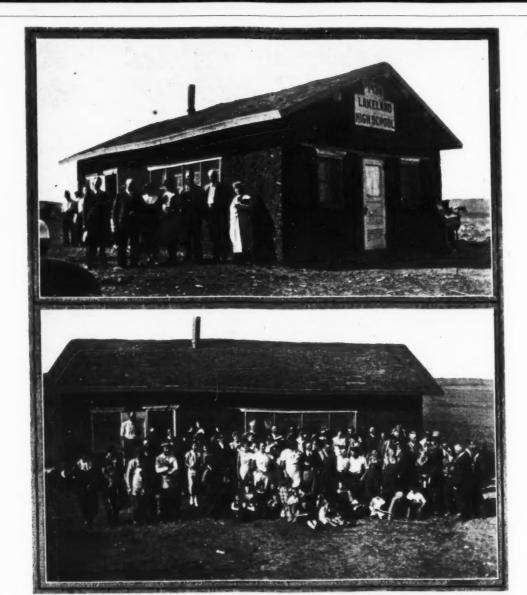
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#### THE LAKELAND SOD HIGH SCHOOL, IN AINSWORTH, BROWN COUNTY, **NEBRASKA**

Neither drouth nor depression can keep western farm community from having a high school. A modern edition of a primitive sod school building may be the only solution of the problem
—but a determined group of farmers in Nebraska
will not be denied a school. The new Lakeland
High School is evidence of this fact.

The Lakeland High School, erected 25 miles

from Ainsworth, in Brown County, Nebraska, is the first sod school to be erected in several generations in the north-central section of the state. It is, in fact, the only building of its kind in the state and serves a wide area; the closest pupil lives four and one-half miles from the school.

The Lakeland High School was built with FERA funds during the summer of 1934, and was completed and dedicated on September 19. It was erected to provide educational opportunities to the children of school patrons in three school districts which are in serious financial straits because of the drouth and other unfavorable farm conditions.

The building, which measures 20 by 30 feet, was erected with sod sides and roof. The ceiling and roof are carried by logs. The inside will be plastered and the outside stuccoed after the building has properly settled.

The school has an enrollment of 10 pupils at the present time, and is in charge of Mr. E. E. Holm, who acts as teacher,

#### A NATIONAL TEACHER-PLACEMENT ASSOCIATION ORGANIZED

A national teacher-placement association has been formed, following a conference of teacher-placement directors of teacher-training institutions and colleges, held on December 1, at the University of Chicago. The conference was attended by representatives from Illinois, Indiana, Iowa, Minnesota, and Wisconsin. The next meeting will be held at Atlantic City, N. J., connection with the meeting of the Department of Superintendence.

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# MONTANA SCHOOL-BOARD ASSOCIATION MEETS AT HELENA

MEETS AT HELENA

The Montana School-Board Association held its ninth annual meeting on January 11–12, at Helena, with 75 delegates representing the various school districts, in attendance. Mr. E. M. Hall, of Helena, welcomed the school-board members, and Mr. V. F. Gibson, of Great Falls, responded.

In the principal address of the morning session, President Ralph L. Arnold, of Missoula, who opened the meeting, explained the needs of the 2,000 Montana school districts. He outlined policies which the association might well follow, and suggested legislative action which the group might make in affecting gen-

action which the group might make in affecting general improvements.

The afternoon session was opened by Mr. M. P. Moe, secretary of the Montana Education Association, who talked on "Long-Time Planning for the Public Schools." Mr. Moe's talk was followed by a general discussion on the topics of state aid for public schools, methods of distribution of school funds, the abolish-ment of the state textbook commission, federal aid for schools, and the county as the unit of school administration.

The resolutions, four in number, called for the enactment of legislation to prohibit the locating of beer halls or liquor stores near school buildings, asked the legislature for a fair apportionment of the highschool levy, set the maximum amount per pupil for high schools of various sizes, asked that the apportion-ment of state and county funds be upon the basis of average daily attendance as obtained from school reports, and established the annual rental for agricultural purposes at 5 per cent of the appraised value of such lands.

The Association went on record in favor of con-

The Association went on record in favor of continuing the study of the long-range planning program, and voted to co-operate with any organization which presents a program for increasing the efficiency of the state's school system.

At the business session, officers for the next year were elected as follows: President, Ralph Arnold, Missoula; first vice-president, George G. Hoole, Glendive; second vice-president, William Love, Fort Shaw; third vice-president, Fred Traber, Great Falls; secretary-treasurer, E. L. Marvin, Billings.

#### MICHIGAN SCHOOL BOARDS MEET

Fifty members of the Michigan School Board Association met at Lansing, January 10, with the object of wresting from the legislature \$15,000,000 to meet emergencies in the educational picture between now

and the end of the current school year.

Previously Dr. Paul F. Voelker, superintendent of public instruction, had said \$1,000,000 a month was needed to keep the schools of the state open. The school boards demand nearly three times that special

The group proposes as a permanent objective at least \$25,000,000 a year for the schools, plus the primary

It elected Otis A. Earl, member of the Kalamazoo board of education, chairman; Dr. Eugene B. Elliott, assistant to Dr. Voelker, secretary, and Dr. Henry Cook, Flint, chairman of a committee of five to place the groups' demands before Gov. Fitzgerald. A statewide drive to "save" the schools is contemplated.

#### CALIFORNIA PUBLIC-SCHOOL BUSINESS OFFICIALS MEET IN SAN DIEGO

The Public-School Business Officials of California have announced the tentative program for the annual meeting, to be held March 14 to 16, at the Coronado Hotel, San Diego. Mr. John T. Cate, of Glendale, will

The opening address will be given by Mr. Bruce A. Findley, of Los Angeles. At the afternoon session, the topic, What the Superintendent Expects of a Business Department, will be handled by Mr. Edwin A. Lee, superintendent of schools, San Francisco. A Comparison of Schools District Extenditures in California. parison of School-District Expenditures in California will be discussed by Claire Muncy, state department of Education, Sacramento. The round-table discussion on The Rehabilitation of School Buildings will be in charge of Mr. William Cox, financial secretary, Alameda.

Alameda.

The morning session on Friday will open with a paper on Suggestions of a Board Member to School-Business Officials, by William Blair, president of the board of education, Pasadena; on Reducing Operating Costs, by Mr. John D. Scouller, business manager, board of education, Los Angeles; and on Essential Factors in Satisfactory Budgetary Control, by Mr. William S. Ford, chief deputy superintendent, Los Angeles.

Angeles.
At the afternoon session, a paper on The Allocation of Janitorial Man-power to School Buildings, will be presented by Mr. Samuel A. Cook, superintendent of buildings and grounds at Pasadena. A round-table discussion on The Employment, Rating, and Dismissal of Noncertificated Personnel will be led by Mr. L. B. Travers, of Los Angeles. The discussion will be followed by the report of the nominating committee and the election of officers. and the election of officers

#### THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS AND EXECUTIVES HOLDS MEETING IN LINCOLN

The rehabilitation of the Nebraska school system through the restoration of tax levies, the widening of the tax base, and a state-wide program of equalization were recommended by the recent convention of the Nebraska Association of School Boards and School Executives. In a two-day meeting held at Lin-coln, January 15 to 16, the organization of school boards and superintendents studied state problems of finance, practical economies, and educational progress. It is believed that the policies and procedures outlined at the conference will determine in no small measure the general direction which education in Nebraska will

the general direction which education in Nebraska will take during the coming year.

At the first session, which was presided over by President W. A. Robbins, member of the board of education at Lincoln, economical methods of school administration were considered. The speakers included Supt. N. L. Tyson, of Cambridge, who urged more careful budgeting of school expenditures, the elimination of small classes, and a state setup of pupil accounting. Widening of the tax base in Nebraska was recommended by A. B. Newell, school-board member of Grand Island, who urged a sales tax and an income tax to supplement the present real-estate tax. Mr. A. J. Overgard, member of the board of education at Beatrice, stressed the need of higher teachers' salaries and of a program of adult education.

The association adopted resolutions, urging the con-

The association adopted resolutions, urging the continuance of the present rate of state high-school support of \$81 per year. The members went on record as favoring at all times an economical educational proas favoring at all times an economical educational program which safeguards the education of all children. The Association strongly condemned the uneconomical reduction in school expenditures which will greatly increase expenditures for rehabilitation in the future. The Association favored the widening of the tax base to include income and sales taxes. The Association urged the improvement of the state equalization program so that it will be universal in character. Finally, the Association urged federal aid without control gram so that it will be universal in character. Finally, the Association urged federal aid without control during the present emergency and argued that any permanent aid, should it become a national policy, be arranged for without federal control.

The following officers were elected: President, Ralph Kiplinger, Holdredge; vice-president, G. F. Liebendorfer, Sidney; secretary-treasurer, E. J. Overing, Red Cloud.

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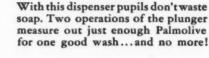
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# School Board News

# HOW LANSING SCHOOLS OPERATE ON A PAY-AS-YOU-GO PLAN

The public-school system of Lansing, Mich., which has at the present time 29 modern school buildings worth between \$7,000,000 and \$8,000,000, all paid for, in these days of troublesome public debt has no bonded indebtedness due to the foresight and good business judgment of its board of education. The board of education, more than 25 years ago, took action to relieve itself of a load of school-building bonds, in order to relieve future generations of a large school debt. The action of the board has proved successful and the voters have not been asked to vote bonds for the building of schools.

As a result of the foresightedness and business sagacity of the board, the school district of Lansing has been able to face the lean years without one penny of expenditure for interest on building bonds. During the period covered by the pay-as-you-go plan, there has been no curtailment in the building of modern schools, except in the period of the depression. Two high schools were erected in past years, and three modern junior high schools were built during the period. Curtailments in operating expenses were necessary because of delinquencies in tax payments, the 15-mill limitation, and because of funds tied up in closed banks. Since 1923, the school tax rate has not gone over \$9 a thousand, and this year's rate has been fixed at \$7.60.

The present very satisfactory condition of the finances of the school system is due to the carrying out of the board's pay-as-you-go plan. The board has its own architect, and school buildings are carefully planned and costs estimated before preparations for financing are started

for financing are started.

A good deal of the credit for the success of the school system's financial affairs is given to Mr. H. L. Chamberlin, business manager of the board of education, who has been in charge of school accounting since 1923. The board is composed of Mr. C. H. McLean, president; Mrs. F. E. Mills, secretary; Mr. L. C. Moore, treasurer, and Mrs. Elijah Poxson, Dr. Farland T. Morse, Dr. O. M. Randall, and Mr. George Campbell.

# THE NEWTON SCHOOL MARKING PROGRAM

In September, 1933, a new plan of pupil appraisal and parent reporting was established in the schools of Newton, Mass. In place of the usual type of report card, reporting to parents under the new plan was to be done by means of personal letters. These letters, written by the teachers twice yearly, were sent to the parents of school children from kindergarten through grade nine of the junior high school. The reports were received favorably by certain groups of teachers, parents, and pupils, and were as vigorously opposed by other groups.

other groups.

With the beginning of the new school year in September, 1934, it was decided to take an accounting of the situation in the light of a year's experience with the plan. In September, a questionnaire was sent out to obtain the teacher reaction to the plan. The replies indicated that, on the whole, teachers were in agreement with the principles, but it was indicated that the plan was not entirely estisfactory.

plan was not entirely satisfactory.

Following a number of school conferences, it was evident that certain changes were desirable. In general, the problem faced was twofold: (1) necessity of adjusting the procedure of the program to overcome the weaknesses of operation, and (2) necessity of stressing certain features not adequately stressed during the first year because of the newness of the plan.

justing the procedure of the program to overcome the weaknesses of operation, and (2) necessity of stressing certain features not adequately stressed during the first year because of the newness of the plan.

The new plan provides a report which is a modification of the progress report sent out last year and which will be used hereafter in grades four, five, and six. In the appraisal of subject matter, achievement is to be related to the individual's ability to achieve, and not to grade or group standard. In other words, satisfactory work means that an individual is doing as well as he is capable. The report will deal with achievement, work habits, social attitudes, and will include written comments by the teachers concerning all other aspects of the children's work. Under the plan, the November report has been limited largely to the information called for in the prescribed form, but comments have been made in instances where it was deemed desirable. The January report contains information concerning the subject-matter progress of the child. Greater emphasis is placed, however, upon the

other phases of the individual, the teacher providing the kind of information furnished by the letter reports of last year, by written comments placed after the printed portion of the report. The March report will be practically the same as the November report in content, free comments being made by the teacher only in cases where it is thought desirable. The June report will contain a statement of the academic progress of the child and his placement for the next year. Suggestions may also be made concerning special study

AN-DU-SEPTIC

for the summer.

In the junior high school, three changes affect the progress reports. The first is the increase in the number of reporting periods from twice yearly to four times yearly. The second is the elimination of a composite letter report, written by the homeroom teacher, and the substitution of a collection of individual comments of subject teachers. The third is the addition of ratings for subject-matter achievement and individual effort. In place of the composite letter, which was made up of the subject teachers' comments, there are now sent into the home of each junior-high-school child, a report consisting of a collection of comments and ratings. One sheet is provided for each subject, containing ratings in subject matter and effort, and written comments of the subject teachers. The comments are intended to explain the rating in achievement and effort and to give information concerning other phases of the child.

#### SCHOOL-BOARD NEWS

↑ The Ohio Board of Building Standards has adopted a new rule, providing for a system of ventilation insuring mechanically circulated and recirculated air in any room at a minimum rate of six volumes per hour. It is provided that the required room temperature must be maintained and that outside air is not less than 200 cu. ft. per occupant per hour shall be introduced through the ventilating unit. The automatic introduced through the ventilating unit. The automatic introduced through the ventilating unit. The automatic introduced through the ventilating unit of outdoor air as is necessary to maintain the required room temperature is held to be the equivalent, as regards safety and sanitation, of Sec. 12600-31, paragraph 2, of the general state code governing assembly halls and theater auditoriums, providing for automatic changes of air supply, and Sec. 12600-64, paragraph 4, of the code governing the supply of fresh air in study, class, recitation, laboratory, and other rooms used for instruction purposes.

purposes.

♦ Champaign, Ill. The board of education has begun the erection of a junior high school under PWA

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auspices. The building will be completed in September,

1935, at a cost of approximately \$400,000.

♦ Danville, Va. The board of education has begun the erection of a 16-room elementary school for colored pupils. Other building projects include the build-ing of an addition to the Wilson Junior High School,

and the erection of a 16-room elementary school.

♦ Two Rivers, Wis. The city council has approved a budget of the board of education, approving an increase of 17.3 per cent in school expenditures for the school year 1934-35. The new budget includes an item for salary adjustments upward for approximately 50 per cent of the teachers. It also provides for an extension of the school year from 9 to 9½ months, which restores 5 per cent of the 10 per cent salary cut to

♦ Milwaukee, Wis. The board of school directors has decided to submit to a referendum vote at the April election, a proposal for a levy of not more than 1 mill annually for school-construction purposes during the next five years. A similar measure

♦ Dr. John L. Tildsley, District Superintendent of the High Schools of New York City, in a study con-ducted in September, 1934, of 27,000 high-school freshmen, found that 4,000 students had such a limited reading ability that they could derive little or no benefit from the high-school course. As a result of the condition, it was decided to establish special reading classes for boys and girls who hold diplomas attesting that they have satisfactorily completed the elementary

In the remed'al reading classes, teachers have been urged to do their best to develop in the pupils a skill which a child of normal intelligence and proper training would naturally acquire before entering the high

The annual banquet of the parent-teachers association of Berlin, Wis., was held the second week in January, with an attendance of 150 parents and teachers. President J. J. Williams of the school board acted as toastmaster, and talks were given by Dean J. C. Graham of Ripon College, and Supt. C. D. Lamberton of the Berlin schools. of the Berlin schools.

♦ Boston, Mass. Dr. Charles E. Mackey, newly elected chairman of the school board, has proposed a number of changes in the school system, among them the establishment of a city college, the operation of a five-year evening course in precollege subjects, the erection of a stadium for school athletic events, im-proved health system, closer co-operation between parents, pupils, and school authorities, and aid for chil-dren of destitute families.

Price, Utah. The board of education of Carbon County has proposed a 2-mill additional levy to increase the capital outlay appropriation in the school budget by \$31,490. It is anticipated that an additional FERA grant of \$48,000 will be available, which will provide sufficient funds for school-construction proj-

ects contemplated by the board.

• Knoxville, Tenn. The city treasurer has received a PWA check for \$203,000 as the first installment of a graph of the contemplate o \$400,000 loan for the financing of a school-building program in the city. The school-building project was presented to the PWA by the city in November, 1933,

and was approved last spring.

♦ New York, N. Y. A three-year school-building program, involving an expenditure of \$120,747,000, has been approved by the board of education. The program calls for 164 new school buildings, to be erected in the five boroughs. Brooklyn borough leads with 57 of the buildings.

of the buildings.

♦ Evanston, Ill. The board of education has adopted a permanent method of determining the efficiency in operation of the buildings and properties of District No. 75. As a basis for the program, the board has made a survey of the physical properties of the district, which will be used as a guide in effecting a more

trict, which will be used as a guide in effecting a more efficient operation of the school plant.

New York, N. Y. Dr. Harold G. Campbell, Superintendent of Schools, has pointed out in his annual report to the board of education, the need of additional high-school facilities in every borough of the city, and the demand for additional elementary- and junior-high-school accommodations in the newly developed home communities. He estimates that 74,084, or nearly one third of all the pupils are on short time. In some one third of all the pupils, are on short time. In some buildings, the sessions start at 7:30 in the morning and

end at 6:00 or later in the evening.

♦ Providence, R. I. The school board has received specifications for a new senior high school, to be erected at a cost of \$1,500,000.

♦ Boston, Mass. The school board has sent a communication to the mayor, asking for an appropriation of \$1,799,000 for new buildings, to be erected in the districts of South Boston, Roxbury, Charlestown, and East Boston. The erection of the new buildings will provide necessary relief for the present overcrowded

♦ Washington, D. C. A radical reorganization of procedure has been proposed by the board of education. Under the new system, all business first will be brought before the board in open meetings, discussed, and then assigned committees for consideration. The new system will result in more active participation of board members in the conduct of school affairs and

will permit citizens to have a clearer and fuller idea

of the workings of their public-school system.

♦ Plymouth, Wis. The board of education has established a bookstore for the sale of textbooks direct

tablished a bookstore for the sale of textbooks direct to students. Books will be kept in stock and the regular publishers' prices will be charged.

New Rochelle, N. Y. An executive committee, composed of the assistant state commissioners of education, has been appointed to make a survey of the city school system. The committee will work with Supt. C. S. Bragdon in the arrangement of its survey program. program

program.

♦ The school board of Cincinnati, Ohio, closed the fiscal year 1934 with a balance of \$1,177,847 in the treasury. The amount in the sinking and bond-retirement fund is \$25,182.

♦ Toledo, Ohio. The school board has voted to refund in two sections the school bonds maturing at the present time. The amount of the bonds maturing is \$633,000, one half of which are to be paid in cash, and the remaining half in 41/2 per cent 15-year refundant. and the remaining half in 41/2 per cent, 15-year refundbonds

ing bonds.

♦ Mr. Otto F. Aken, superintendent of schools of Cook County, Ill., has renewed his plea for a grant of \$160,000 to aid financially distressed rural and village schools in the county. The problem is to be presented to the governor at the earliest possible time.

♦ Governor George H. Earle, of Pennsylvania, has indicated that he will attempt to lift the burden of school support from real estate. He favors lifting the burden from real estate by a reasonable income tax.

burden from real estate by a reasonable income tax, and he urges adequate emergency state aid, increased state aid to needy school districts, simplification of government to effect consolidation of districts, and distribution of taxes through equitable real-estate assessments.

♦ Louisville, Ky. Mayor Miller has rejected a request of the school board that taxes be raised to permit the restoration of school employees' salaries to predepression levels. The mayor promised that the schools would receive their full share of city revenues,

but said that this was not the time to raise taxes.

Bellingham, Wash. The social-science course is being revised this year by a committee representing the teachers in the elementary schools. A tentative course, recommended by the committee, is to be tried out

during the present year.

♦ The board of trustees of Hawthorne, Calif., has prepared a code of ethics to govern the relationships between the board and the superintendent, the faculty, other employees, and the public. The code prescribes the authority and duties of the board and of the officers and employees of the school district.

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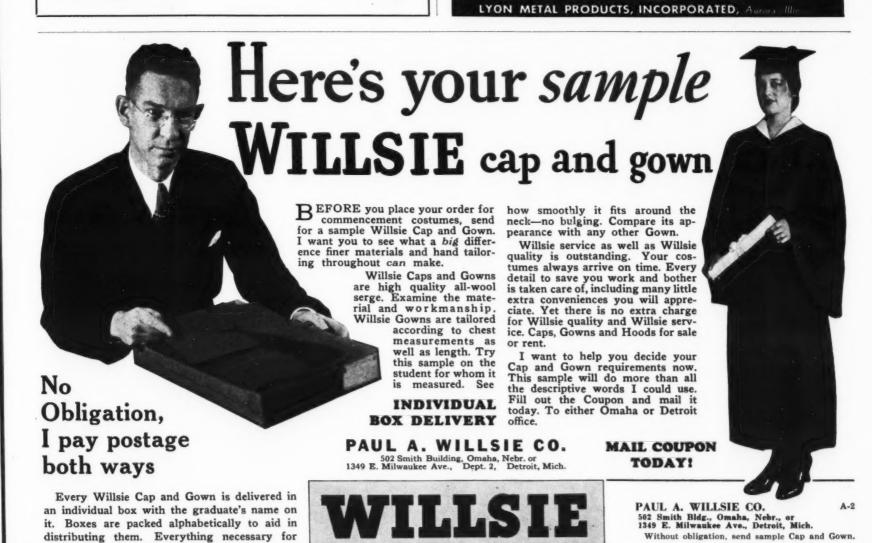
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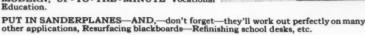
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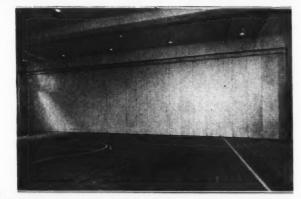
That a seating space requires three square feet of area or approximately \$15.00 worth of floor space which if occupied by fixed seats is available for useful activities only 30 hours per year as compared with 1000 hours if removable seats are used?

That bare gymnasium walls along the playing floor are desirable for attaching gymnasium apparatus, practice basketball hoops, etc. and are made available when removable seats are used?

That the first cost of removable seats is only a fraction of the cost of the fixed type and that they can be used for other activities?

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## Reacher and dministro

#### RATING STANDARD FOR LOS ANGELES **TEACHERS**

The special committee of assistant superintendents, The special committee of assistant superintendents, appointed to make a study of rating standards of teachers in Los Angeles, Calif., has recently reported the results of its study setting forth the essential qualities of the superior teacher for the guidance of the school officials. The purpose of the study was to create a clearer understanding and to establish a more uniform standard for the rating of teachers by those officials, whose duty, it is to evaluate the work of officials whose duty it is to evaluate the work of

The committee, in presenting its report, expressed the hope that the report would assist in the accomplishment of a better-defined standard in the discharge of this important responsibility. In the future principals of the respective schools will be required to use the standard as the basis upon which all ratings

will be made in the quarterly reports. The following features of the rating scale are listed:

1. Personal Characteristics. Ethical standards, appreciation of human values, enthusiasm, cheerfulness, patience, courtesy, tact, poise, sense of humor, personality. It is assumed that good breeding is evidenced in dress and the amenities of everyday life.

2. Skill in Teaching. The teacher must have a philosophy of education which she can carry out successfully in schoolroom practice; that is, she must know not only what she is doing, but why she is doing it; she is modern in her methods; she organizes her teaching material in large units of work in content subjects and carries out each to a successful conclusion; she has an attractive room; she makes the best of any teaching situation which confronts her; she plans each lesson carefully from the standpoint of aims; she is a good classroom manager, is a good housekeeper, and is prompt and accurate in dis-charging assigned duties. Discipline is not a factor in her classroom, but occasional problems of discipline are met firmly, kindly, and with good judgment.

3. Results with Children. In her pupils she develops self-control, social adjustment, courtesy, kindness, in-

JR

dependence of thought, and enthusiasm. Her pupils acquire needed information, habits, skills, and appre-

4. Co-operation. She is sincerely interested in all that concerns the school in which she is employed and contributes time and effort cheerfully to make the school an asset to the neighborhood. She works har-moniously with parents, principals, fellow teachers, and children, both in her classroom and throughout

5. Professional Growth. She improves herself in the teaching profession by making constant and intelligent use of all agencies contributing to that purpose. She is actively interested in the advancement of educa-

#### TEACHERS AND ADMINISTRATION

♦ Winona, Minn. The school board has adopted a new rule, which provides that no teacher may be employed who will be 70 years old on or before the first Monday of the following September. The rule becomes effective in March, 1935.

Fall River, Mass. The school board has offered to pay increases of \$8 in salary to all teachers com-

pleting the teachers' extension course. The action was taken in order to repay part of the cost of the course to such teachers.

♦ Milton, Mass. The school board has voted to include in its 1935 budget, provision for the restoration of the 10 per cent salary cuts of teachers.
♦ Nashua, N. H. The school board has voted to ask the board of aldermen for an appropriation to cover the cost of increases in teachers' salaries. The increases are intended to restore the pay cuts of the

♦ Wakefield, Mass. The school board has approved a change in the system of paying teachers and other school employees, which became effective on February 1. Under the new system, the yearly salary of teachers and supervisors will be paid in twenty equal payments on the first and fifteenth of each month. The superintendent, secretaries, nurse, attendance officer, and janitors, will be paid weekly. Payment of salaries and wages will be by check, instead of in cash. Checks will be distributed to the various schools semi-monthly, by the custodian, and signed for by the principal. 

♦ Newark, N. J. Full restoration of pay for all school employees as of July 1, 1935, has been pro-

vided for in the new budget of the board of education. The budget which covers the school year 1935-36,

represents an increase of \$878,084 over the year 1934-

35. The total proposed for the new year is \$9,772,649.

♦ Grand Rapids, Mich. Teachers and other school employees have been assured of a refund of at least 20 per cent of the salary cut. The board recently set up a special fund from delinquent taxes prior to

♦ Rock Island, Ill. Under a new rule of the school board, all teachers who will reach the age of 68 on July 1, 1935, will be retired. It was estimated that six or seven teachers would be affected by the rule.

♦ Clinton, Mass. All employees of the school board have been voted a 20 per cent increase in salary for the next school year.

♦ Supt. P. H. Campbell, of Boston, Mass., has es-

timated that it will take twenty years to give employ-ment to candidates for teaching positions in the city schools. In this connection, Supt. H. L. Belisle, of Fall River, recently warned high-school seniors against pur-suing a course in the normal school with a view of seeking employment, because of the long waiting list of candidates

Springfield, Mass. The school board has voted to follow a policy of employing only local residents as teachers. A candidate from Holyoke was rejected by the board despite the fact that she had been recom-

mended for appointment by the superintendent.

♦ The Supreme Court of Massachusetts has dismissed a petition brought by Miss Mary R. Comley, of Amesbury, against the Waltham school board, asking for a writ of mandamus to compel them to re-

ing for a writ of mandamus to compel them to reinstate her as a teacher in the schools. Miss Comley, who was a teacher of art, lost her position last June when she was notified that her position had been discontinued in the interest of economy.

◆ Kenosha, Wis. All teachers and school employees have received a 15 per cent increase in pay for the year 1935. The payment is a partial restoration of the 23 per cent salary cut and will be made monthly in baby bonds.

baby bonds.

♦ Summersville, W. Va. The board of education of Nicholas County has adopted a new policy, calling for the employment of teachers with the highest certificate, and the elimination of second-grade teachers. A testing program is being carried out in the country under the direction of the county superintendent and his assistant. The work is being conducted in the seventh and eighth grades and has created interest among the students and teachers. A new county plan of work is being conducted through which pupils will be guided more definitely than in the past.

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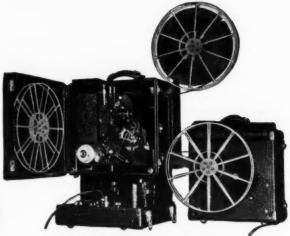
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#### NEW DOCTRINE FOR MONROE

(Concluded from Page 24)

by innovations which have yet to become past realities. There are teachers, long in the service of the school, that conscientious group to whom sudden changes in policies and methods, no matter how badly needed, may seem but quick, intolerant, impatient criticism of their years of sincere effort. And there are the pupils themselves, whose attitudes, ground into their fibers by years of formation, must be changed; whose ambitions must be fired; whose heads must be lifted up for a view of wider horizons, if they are to realize their latent possibilities.

Every step of the way fraught with outreaching pitfalls. Happy is the man who recognizes the dangers as well as the needs of the situation. Fortunate is he who can avoid that damning stigma, "The new man says . . ."

There they are: friends, good friends all—
if the right word be said, the impulse given at the right time. Friends, yes; but friends easily lost, friends vet to be won.

It seemed to Hamilton as he closed the door to his office and turned toward home, that Monroe was just a long series of challenges. Without a word he accepted this supreme challenge of making over the school; of changing its spirit without breaking its spirit; of demonstrating his ability to beat off those already aligned against him without sacrificing the strength needed for the real task - the supreme challenge of giving himself to the job of working for the school, rather than working for himself.

So, through streets yet unfamiliar, past people he did not know but people who recognized him already as the new superintendent, Mr. Hamilton went his way to face on the morrow the task which an everwidening circle in Monroe not only believed could not be done, but was determined should not be done.

(To be continued in March)

#### THE "FORGOTTEN MEN" OF THE SCHOOL SYSTEM

tion is "the consciousness of having helped as fully as possible in training young men and women for the part which they are to play in American state and national life, and for that large part which America is to play in the affairs of the world."

In the day of final judgment when St. Peter studies the records, I am certain he will admit all of these valued public-school servants into heaven on an equal footing with teachers, for while they themselves do not teach they make the way easy for those who do.

# Perional New of

● Mr. H. D. CHITTIN, of Concord, Mass., has been elected superintendent of schools at Marion, to succeed C. R. Thibadeau.

● Mr. J. E. Shedd has been elected superintendent of schools at McCook, Nebr., to succeed J. C. Mitchell.

● The Ohio Supreme Court recently issued a writ of mandamus, compelling the Springfield board of education to reinstate Frank M. Shelton as superintendent, Mr. Shelton, who was employed by the board for a three-year period beginning September 1, 1933, was dismissed in June. 1934. He applied to the court for a writ compelling the board to reinstate him in his position.

court for a writ compelling the board to reinstate him in his position.

• Dr. William D. McLaughlin, 88, a well-known southern educator, died in a hospital in Birmingham, Ala., on December 25, following a brief illness. Dr. McLaughlin was connected with Cumberland University for 42 years and was known for his Greek-literature translations.

• Mr. L. A. Van Dykr, formerly principal of the high school at Monroe City, Mo., has been elected superintendent to succeed L. W. King, who has become State Superintendent of Public Instruction.

• Mr. Nicholas Gunderson, superintendent of schools at Sparta. Wis., has announced his resignation, to take effect at the close of the school year in June.

• Dr. Levi L. Sprague, president of Wyoning Seminary, and helived to be the oldest secondary-school administrator in the United States in years of service, celebrated his ninetieth birthday anniversary on December 23. He became principal of the Leraysville Academy at the age of 20 and was made principal of Wyoming Seminary in 1882.

• Mr. E. C. Wade, formerly superintendent of schools at Bluefield, W. Va., has been appointed president of Bluefield College.

• Mr. C. W. Owen, formerly Professor of Education in Blue-

College.

MR. C. W. Owen, formerly Professor of Education in Bluefield College. Bluefield, W. Va., has been named dean.

MR. Frank Fischer, formerly a member of the high-school faculty has been elected superintendent of schools at Circleville. Ohio, to succeed the late E. L. Daley.

MR. McRea Parker has been re-elected as director of the Cleveland, Ohio, schools, for a period of two years.

• MR. W. C. McCLINDON has been appointed Supervisor of

MR. W. C. McCLINDON has been appointed Supervisor of Instruction for the Acadia Parish Schools at Crowley, La.
MR. O. F. PATTERSON, of Shelbyville, Ill., has accepted the position of Assistant State Superintendent of Public Instruction.
MR. ERNEST ILER, superintendent of the Palatine Township High School at Palatine, Ill., died recently in a hospital at Aurora. He was a former superintendent of schools at Antigo, Wis., and Downers Grove, Ill.
SUPT. E. J. RUSSELL, of Pittsfield, Mass., has been given an increase in salary for the next school year.
MR. L. J. RUNDLETT, superintendent of schools at Concord, N. H., died recently.
DR. MYRON TRACY SCUDDER, educator and former professor of education at Rutgers University, died of pneumonia at the Hotel Van Rensselaer, New York City. Dr. Scudder was a graduate of Adelphi Academy and Rutgers University and held degrees from Rutgers University and Clark University. He had held positions in various educational institutions and for 23 years was president of the Scudder School for Girls.
MR. WILLARD E. GIVENS, formerly superintendent of schools at Oakland, Calif., on January 2, took over the duties of Secretary of the National Education Association at Washington, D. C. Mr. Givens has served with outstanding distinction as a teacher, principal, superintendent, and school executive and his ability, personality, and broad experience will permit him to render useful and efficient service as an executive of the National Education Association.
MR. IRA S. BRINSER, formerly head of the Newark, Del., schools, has become supervising principal of the Nether Providence township schools in Delaware County, Wallingford, Pa.

National Education Association.

• MR. IRA S. Brinser, formerly head of the Newark, Del., schools, has become supervising principal of the Nether Providence township schools in Delaware County, Wallingford, Pa.

• George T. Watts, formerly secretary of the board of education at Rome, Ga., has been elected chairman of the board. Mr. Aubrey Matthews was elected secretary.

• Dr. Charles E. Mackay has been elected president of the school board at Boston, Mass. The membership of the board for the year 1935 is the same as that for the year 1934, and consists of Mr. Joseph Hurley, Dr. Joseph V. Lvons, Dr. Mackay, Mr. Frederick R. Sullivan, and Mr. M. J. Tobin.

• Mr. Frank A. Page has resigned as a member of the school board of Providence, R. I., in order to take a position on the administrative staff of the schools as director of business affairs. The appointment of Mr. Page to the administrative staff under Supt. A. J. Stoddard has been made in accordance with plans of reorganization which will be proposed by the school board from time to time during the next three years. As a result of the new plan, a considerable saving will be made in the cost of the administrative department.

• Mr. Medio J. Bacco has been elected a member of the school board at Iron Mountain, Mich.

• Mr. Werner Axel, formerly a member of the board of education of Muscatine, Iowa, has been appointed superintendent of the school buildings and grounds. Mr. Axel will serve as superintendent of the school buildings and janitors, and will have direct charge of all physical property, including janitorial and school-building supplies.

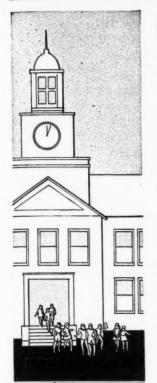
• At the annual school election held in Tucson, Ariz., Hon.

ool-building supplies.

school-building supplies.

• At the annual school election held in Tucson, Ariz., Hon. F. W. Fickett was elected a member of the school board for a term of three years. Mr. Fickett succeeds P. M. Clark, who served as a member for nearly four years.

• CHARLES T. BONNEY, a member of the school board of New Bedford, Mass., died recently. Mr. Bonney had been a member of the board for six years.



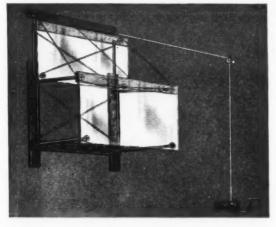
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#### PHYSICAL AND HEALTH EDUCA-TION IN THE CO-ORDINATED **PROGRAM**

(Concluded from Page 17)

Under this form of organization, medical matters are given an educational interpretation,

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and educational procedures are made to conform to hygienic standards. Here, the physical and health education are not considered to be "special subjects" apart from the general curriculum, but are an important part of it, and a most effective influence in the integration of the school.

#### Summary

To meet the standards of modern education the principle of co-ordination must be applied to the educational program.

Physical education and health education have many common aims. Each is necessary to the successful accomplishment of the other. Physical education provides the laboratory wherein are put into operation the principles of health

The co-ordinated program operates not only through the curricula but also in maintaining standards of sanitation and hygiene of buildings and plants.

Without the co-ordinated program the work of the physical educator is hampered, and the problem of dealing with pupils on an individual basis made difficult of solution.

The co-ordinated program is the administrative method of putting into practice the principle of the whole school for the whole child.

# CHOOSING AMONG THE THREE TYPES OF SIX-YEAR HIGH SCHOOLS

(Concluded from Page 18)

most as great as that of the conventional schools which they strongly resemble. Two-four plan schools in general are hardly more comprehensively organized than conventional schools, and attain a desirable standard for consistency of organization only slightly more often.

#### Summary

In 1929-30 over half of the reorganized high schools for white pupils in the United States were six-year high schools. There were then 1,446 undivided six-year high schools, 936 junior-senior high schools of the 3-3 type, and 637 junior-senior high schools of the 2-4 type. The undivided six-year high school has enjoyed almost unprecedented growth in numbers of schools in recent years, and now holds first rank among all reorganized high schools. Each of the three types of six-year high schools covers all size groups from schools with small enrollments to schools with large enrollments. A larger percentage of undivided high schools than of either of the other two types of six-year high schools is found in school systems enrolling fewer than 100 and fewer than 200 highschool pupils. A larger percentage of juniorsenior high schools of the 2-4 type than of the 3-3 type is found in school systems enrolling fewer than 100 and fewer than 200 high-school pupils. Approximately 75 per cent of the undivided six-year high schools are found in communities of fewer than 2,500 population, and approximately 90 per cent of the junior-senior high schools are found in communities of fewer than 10,000 population. On the bases of comprehensiveness and consistency of organization, the undivided six-year high school and the junior-senior high school of the 3-3 type rank similarly, but each outranks the junior-senior high school of the 2–4 type, which tends to resemble the conventional 8–4 organization to a considerable extent.

## PROHIBITED LEGISLATION REGARDING COMMON SCHOOLS

(Concluded from Page 26)

utes, they may be amended by general statutes. It was so held in a district federal court:

It was so held in a district federal court:

It is not and cannot be asserted that the legislature may not affect or modify special acts by general statutes; but this, it is said, requires special reference to them. . . . We are of opinion that the phrase "any statute of this state" covers and includes all statutes of the commonwealth whether denominated general or special, public or private. 

9. Criteria of Validity of Special Statutes.

From a consideration of all these different topics and the court decisions pertaining to them certain criteria of the validity of special

81 Federal Trust Co. v. East Hartford Fire Dist., 283 F. 95

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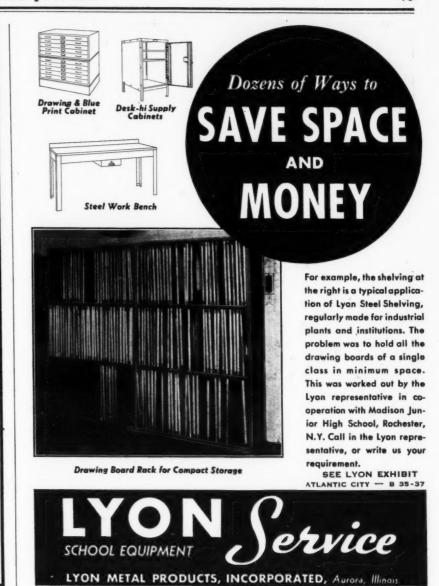
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#### PUBLICATIONS

The Economic Outlook in Higher Education for 1934-35 By Henry G. Badger. Paper, 49 pages. Price, 5 cents. Bulletin o. 58, 1934, of the U. S. Office of Education, Washington,

No. 58, 1934, of the U. S. Office of Education, Washington, D. C.

This pamphlet constitutes a review of the economic and financial outlook among institutions of higher education for 1934–35, as reported by the financial officers of those institutions. The data was obtained from questionnaires, replies to which were received from 946 institutions in the United States. The report shows that in the 443 schools for which data were available, a median decrease of 0.3 per cent is expected from 1933–34 to 1934–35 in the total amount of receipts for educational and general purposes and for capital outlay. The middle 50 per cent of the schools expect to vary from a 6 per cent decrease to a 5.6 per cent increase. Data on current expenditures in 367 institutions indicate that the median change from 1933–34 to 1934–35 is an increase of 0.8 per cent, with the middle 50 per cent of the schools ranging from a decrease of 1.6 per cent to an increase of 6.8 per cent. A decrease of 1.6 per cent in receipts and expenditures was indicated for the 490 institutions during a five-year period. Similarly, a decrease of 10.2 per cent is expected in educational and general expenditures, not including extension of capital outlay, over the five-year period. Of 334 schools reporting on a decrease in expenditures, or a change of less than 1 per cent. Eleven schools expect that their expenditures for educational and general purposes will not be more than one half of the 1929–30 level; 31 expect them to be at least 40 per cent greater than they were five years ago.

nomies Through the Elimination of Very Small Schools

Economies Through the Elimination of Very Small Schools By W. H. Gaummitz. Paper, 54 pages. Price, 10 cents. Bulletin No. 3, 1934, issued by the U. S. Office of Education, Washington, D. C.

The general policy of maintaining a school within easy walking distance of every rural child, coupled with the widely prevailing small local district system, has resulted in the maintenance of a large number of very small schools.

This study takes up the problems of abandoning these small schools and of finding other means of educating children living in the districts affected. The author takes up the prevalence and cost of small schools, the growth in proportion of small schools, the extremely bad effects of smallness of schools on per-capita costs, and ways and means of eliminating the small schools. The study concludes with the statement that it is difficult in many places under present laws to escape the maintenance of very small schools no matter how expensive they may be. In some states, the laws specify that schools may be abandoned only when they have failed to maintain school for given periods of time.

Poems to Live By

#### Poems to Live By

Book Four. Paper 24 pages. Prepared, edited, and published, by L. H. Petit, Superintendent of Schools, Chanute, Kans.

A collection of inspirational poems taken from those issued monthly and placed in teachers' pay envelopes. The book has been produced by the pupils of the Chanute Trade School. The collection represents modern verse "to live by."

#### Public School Finance in Iowa

Prepared by R. C. Williams, director of research. Paper, 56 pages. Issued by the Department of Public Instruction, Des Moines, Iowa.

No program for rehabilitating the method of school support can be set up until we are aware of the types of costs and the relation of certain types of costs to the entire expenditure.

The present survey was undertaken, at the request of the lowal legislature and sought to solve the problem of school costs and school support. The findings indicated that approximately 45 per cent of all school taxes in Iowa are obtained from direct property taxes. Nearly one fourth of the operating costs of schools in school townships and rural independent districts goes to other school corporations as tuition, and over one fifth of the operating cost of consolidated schools goes for transportation of pupils. The per-pupil cost is highest in consolidated schools. The next most expensive are the districts maintaining one-teacher elementary schools. Iowa has a slightly higher percapita cost than the average for the United States, and about midway between costs of surrounding states. A smaller per cent of the current expense money goes for instructional purposes, and the average annual salary of teachers is lower than that of the United States or of any neighbor state.

The Gasoline Tax in the United States in 1934

The Gasoline Tax in the United States in 1934

By Finla G. Crawford. Paper, 46 pages. Bulletin No. 44, 1934, of the Public Administrative Service, Chicago, Ill.

In this pamphlet, the author presents the arguments for restricting the gasoline tax to the purposes which gained for it widespread acceptance.

You and Machines
By William F. Ogburn. Paper, 55 pages. Issued by the American Council on Education, Washington, D. C.
This pamphlet presents simply, but authoritatively the changes brought about in our social and economic life through the introduction of machine processes.

School Finance Systems

School Finance Systems
Paper, 19 pages. Price, five cents per page. Research Division, National Education Association, Washington, D. C.
School finance systems are in a state of rapid change and development and the difficult years between 1930 and 1935 have thrown into clear relief certain problems of school finance long recognized but never adequately met. The material contained in this pamphlet covers the school revenue and apportionment systems of ten states through June, 1934, and revisions of pages for individual states will be published from time to time as needed. A complete series covering 48 states will be available upon the payment of \$2.

Annual School Report of Tacoma, Washington
Compiled by Mr. E. L. Breckner, Superintendent of Schools, for the year ending June 30, 1934.

The report shows that there has been a decided gain in average daily attendance in intermediate and high schools, while the elementary schools show a loss of 398, the gain in high schools being 45 pupils, and in the intermediate grades 167. The report also shows that the total cost per pupil was \$74.03, a reduction of \$16.08, or 17.85 per cent below the high-water mark of \$90.11 during the year 1927-28. The cost of instruction, it was shown, amounted to \$59.05 per pupil and equalled 79.76 per cent of the total expense of operation and maintenance. The comparative figures for 1932-33 were \$58.82 per pupil, and 79.85 per cent of the total.

A Tabular Summary of State Laws Relating to Public Aid to Children in Their Own Homes, for January 1, 1935 Paper, 39 pages. Price, 10 cents. Chart No. 3, 1934, Children's Fureau, U. S. Department of Labor, Washington, D. C.

A study of the state laws, showing the conditions under which state aid may be given, the amount and kind of administration, source and distribution of funds, supervision of family, maximum monthly allowance, economic and home conditions, agency performing the administering, and persons to whom aid may be given.

#### PERSONAL NEWS

PERSONAL NEWS

MR. ROBERT CLARK, of Warrensburg, Mo., has been elected superintendent of schools at Carrolton.

W. A. Walls, of Kent, Ohio, has been appointed State Director of Public Welfare.

CHARLES M. ROGERS has been elected superintendent of schools at Amarillo, Tex., to succeed W. A. McIntosh.

MR. JOHN LUND, of Newton, Mass., has been elected superintendent of schools at Hamden, Conn. Mr. Lund holds degrees given by Clark and Columbia Universities, and has completed his residence requirements for the Ph.D. degree at New York University. He has served as superintendent of schools in a number of towns and cities in Connecticut and Massachusetts, and was an instructor in the Bridgeport Central High School from 1917 to 1918. He had been superintendent of schools at Newton for the past two years.

MR. F. W. Owen has been re-elected as president of the board of education at Utica, N. Y.

MR. L. H. NORTON has been elected president of the school board of Celevland, Ohio, to succeed Alfred A. Benesch.

MRS. EDITH MCCLURE PATTERSON has been elected president of the board of education of Dayton, Ohio.

MR. THOMAS E. HEGARTY has been elected chairman of the school board of Someryille Mass. Mr. JOHN P. CLAIR was

• Mr. Thomas E. Hegarry has been elected chairman of the school board of Somerville, Mass. Mr. John P. Clair was

● MR. THOMAS E. HEGARTY has been elected chairman of the school board of Somerville, Mass. MR. JOHN P. CLAIR was elected vice-president.
● DR. W. M. RINGSDORFF, MR. H. B. HAM, and MR. DANA PERDUE are the new members on the school board at Elba, Ala.
● The school board of Everett, Mass., has reorganized, with the election of DANIEL J. JAMESON as president, and G. F. BRAUN, vice-president.
● A reorganization of the staff of district superintendents of New York City went into effect on February 1. New assignments to the work comprise MR. JOHN J. LOFTUS, MR. JOHN K. BOLEN, MR. BENJAMIN GREENBERG, and MR. R. A. VANCE, who have been assigned to the elementary-school division. Twenty-two superintendents remain in the fieldwork, as compared with 27 in former years. Only four field supervisors —MR. A. J. PUGLIESE, MR. HAZEN CHATFIELD, MISS LUCILLE NICOL, and MR. FRANK HANKINSON — retain their old assignments without change. In the junior- and senior-high-school divisions, four assignments remain unchanged.
● MR. CHARLES M. ROGERS has been elected superintendent of schools at Amarillo, Tex. MR. JOHN F. MEAD has been elected head of the College of Amarillo.
● The board of education of Ashland, Ky., has adopted resolutions commending the services of MR. DONALD H. PUTNAM as a member of the board for the past eight years. Mr. Putnam retired with the expiration of his term of office on December 31, 1934.
● MR. Dewey Jones has been elected business manager of the

Mr. Dewey Jones has been elected business manager of the board of education at Caspar, Wyo. Mr. Jones succeeds W. H. Anderson, who resigned a year ago.
 Mrs. Herbert H. Hammond has been elected president of the board of education at Malden, Mass.

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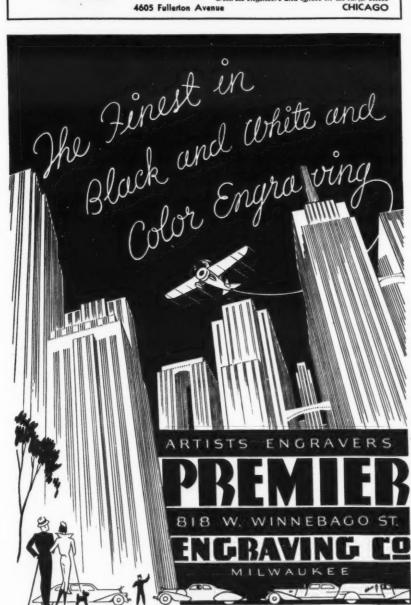
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#### The Situation

Some of the recent literature of the N.E.A. Commission on the Emergency in Education has apparently failed to impress school-board officials in the more conservative communities. At a recent convention of school boards, a board member reported to have said that the literature reminded him of a business man who was hiring a bookkeeper.

"Of course you understand double entry?" the

man said.

"Certainly," answered the bookkeeper. "At my last job I kept the books triple entry—one set for the boss, showing the real profit; a second set for the stockholders, showing no profit; and a third set for the income-tax collector, showing a loss.'

#### Next!

Teacher: "Make me a sentence with 'egg.'"
Pupil: "I had cake for tea."
Teacher: "Where is the 'egg' in that?"
Pupil: "In the cake."—Schweizer Illustrierte.

A Real Clean-Up

Dumb Dora: "I don't see how football players
ever get clean."

Dumb Cora: "Silly! What do you suppose the
scrub teams are for?"—Annapolis Log.

HEART'S-EASE Jeannie S. Hanna

Once upon a noonday dreary, while I pondered weak and weary Over many quaintly written papers from a childish store; As I nodded, nearly napping, suddenly there came atapping As of some one gently rapping — rapping at my schoolroom door.

door.
"'Tis some visitor," I muttered, "tapping at my schoolroom

door."
Then a light step, nothing more.

Wearily my task resuming, task so gravely o'er me looming, Steadily I marked and graded, averaged, and fretted sore Lest some task go unrewarded, some hard lesson here recorded Be o'er-looked in an unguarded moment which I would

deplore . . .
Which some hurt, indignant parent would compel me to deplore . . .
Merely that and nothing more!

When, again, there came a rapping as of baby hand's soft tapping
As of baby's hand who sought admittance through that schoolroom door.

sweetly, gently sleeping. So she entered softly creep-

ing . . . (Thinking I perhaps was weeping,) creeping through the vielding door yielding door She discovered I was sleeping. Then she passed from out the Brought her gift and nothing more.

Suddenly a perfume stealing through my senses, roused the feeling

Of a fragrant presence near me — one that I had loved of

yore. In their beauty there before me, breathing their sweet incense o'er me, With their pansy-faces beaming with the message that they

bore. ay sweet heart's-ease. Heart's-ease truly was the message that they bore. Ease to my heart aching sore.

O, ye little women teaching, with your hands and hearts out-

reaching

To the helpless little children gathered daily round your door, ee not weary in well-doing. Let the bitterness accruing

From the thankless task, renewing with each weary duty o'er, Vanish 'neath the soft caressing baby hands which come once more

more nging heart's-ease to your door.



"Do you like school, Tommy?"
"Golly, missus! If it wasn't for school we wouldn't any 'olidays." — Sydney Bulletin.

# Buyer News

Minneapolis-Honeywell Company Reorganizes. The Minneapolis-Honeywell Regulator Company, Minneapolis, Minn., has reorganized, with the election of Mr. H. W. Sweatt as president, and Mr. M. C. Honeywell as chairman of the executive committee. Mr. Sweatt, who has been identified with the firm for more than twenty years in various capacities, was formerly vice-president and general manager of the company.

company.

In addition to Mr. Sweatt and Mr. Honeywell, the other officers of the company are: W. R. Sweatt, chairman of the board; C. B. Sweatt, vice-president in charge of sales; W. L. Huff, vice-president and treasurer; and C. C. Buckland, secretary.

The recent consolidation of the firm with The Brown Instrument Company of Philadelphia has provided additional convertunities in the field of auto-

vided additional opportunities in the field of auto-matic heating and air conditioning. All indications point to an upward trend in the business in this field during the year 1935.

TRADE PRODUCTS

Dick Mimeograph Stencils. The A. B. Dick Company, 720 W. Jackson Blvd., Chicago, Ill., has just announced a new service for schools in the form of ready-prepared mimeograph stencils.

The new mimeograph stencils are intended for the production of outline maps, for seat-work material, and for poster making in athletic events. A single prepared mimeograph stencil will produce thousands of outline maps, which are clean-cut, clear, and ac-curate. A useful and varied assortment is available. The firm has other material in the process of prepara-tion which will be available shortly. Complete infor-mation will be sent to any school official upon re-

New Standards for Binders' Board. The strongest book reinforcement and the most lasting cloth are valueless in the binding of schoolbooks, unless the frame or skeleton of the book—the board to which these materials are attached—is made of a strong, tough material.

Schoolmen recognize this fact, and those communities which have investigated have unanimously de-manded binders' board as the only material which fully meets the test of durability. Due to its density, bursting strength, flexural qualities, and resistance to atmospheric changes, this material more than any other type of board can resist the unusual wear which textbooks and reference works receive in schools.

Since October 1, 1934, the U. S. Bureau of Standards has adopted a new specification for bookbinders' board and has authorized manufacturers who comply with these specifications to stamp their products with

a guarantee label.

Full details of the standards have been made available for school authorities, especially for purchasing agents and superintendents. Inquiries may be addressed to C. L. Lloyd, Chanin Building, New York, N. Y

New Holmes Motion-Picture Projector. The Holmes Projector Company, 1812 Orchard St., Chicago, Ill., has recently placed on the market a new model of its Holmes motion-picture projector. The machine has been designed especially for heavy-duty use in schools and institutions where persons entirely unfamiliar with the care of machinery will make use of it. In order to insure satisfactory service, the of it. In order to insure satisfactory service, the Holmes projector has all moving gears and parts housed in an oil- and grease-tight chamber, the cover of which is sealed with the manufacturer's seal. So of which is sealed with the manufacturer's seal. So long as the mechanism is not tampered with, it will operate noiselessly and will always be lubricated. The chamber is filled with a quality of oil that will make it unnecessary to change the lubricant more than once in two or three years.

The Holmes projector can be purchased on a part-payment basis, which makes it of special interest to small school systems.

small school systems.

Westinghouse Simplifies Illumination Tests. The Westinghouse Lamp Company, East Pittsburgh, Pa., has developed a simple device for determining lighting intensities. It is known as the Westinghouse Light-o-Graph and consists of a piece of extremely sensitive

o-Graph and consists of a piece of extremely sensitive photographic paper enclosed in a lightproof envelope. The envelope is colored to a definite shade and has apertures through which the paper is exposed to light.

New Film-Saving Reel. The Herman A. DeVry Company, Chicago, Ill., has announced a new 16-mm. motion picture reel, which is intended to prevent the bending or twisting of metal reels. The new reel has a 1200- and 1600-foot capacity, is made of spring steel, and has spokes riveted to the rims but which slide freely under steel bands at the hub, and which allow for expansion under strain no matter how bent the spring becomes. The new 16-mm. reel is equipped with spring becomes. The new 16-mm, reel is equipped with a device for automatic threading. A new 35 is being manufactured along the same line.

Complete information is available to any school official upon request.

#### MARKET PLACE SECTION

#### *FREE SAMPLE!* Babb's BAKELITE INKWELL No. 9

Non-Corrosive Bakelite Top—practically unbreakable—OUTLASTS the old out-moded type of inkwell top, yet—COSTS NO MORE!

Write today for a sample and see for yourself WHY more and more school executives are now saying "BAKELITE TOPS and nothing but, for our standard 2-thread inkwell glasses."

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Complete Stage Equipment

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76 YEARS OF SERVICE

COMPLETE STAGE **EQUIPMENT** and DRAPERIES TEET NOS

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A nest substantial metal trim for blackboards, with a chalk trough takes care of the dust, and an eraser cleaner for cleaning eraser

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They faded Sounds Same board after Eye strain with Slatex

FREE TEST SAMPLE has convinced hundreds of schools, of SLATEX efficiency and low cost. Write for yours today. Carbon Solvents Labs. 965 Broad Street Newark, N. J.

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#### GRAMMAR IN MINIATURE

By Fred G. Fox

A remarkably clear and concise statement of the essential principles of grammar—splendid for review purposes for high school students.

The Bruce Publishing Co. New York Chicago Milwaukee

#### TRADE NEWS

Medart Steel Wardrobes for Grade-School Classrooms. The Fred Medart Manufacturing Company,
Potomac and DeKalb Streets, St. Louis, Mo., announces the end of a two-year test period of its newest
product, the "Lockerobe," which was first introduced
in this column in the June, 1932, issue. The close of
this exhaustive test period, which was in line with the
conservative policy of the manufacturer, is marked by
an extensive nation-wide campaign, designed to call
attention to the decided advantages of the Lockerobe,
and to several minor but important changes in the and to several minor but important changes in the

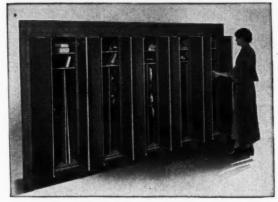
and to several minor but important changes in the present model.

The Lockerobe is an assembly of steel storage-compartment units, specifically designed, and fabricated to provide a scientific means of storing grade-school pupils' wraps in the classroom. Each unit provides storage space for as many as six pupils. One of the most popular of interior arrangements includes three vertical partitions in each unit, thus providing four sanitary, individual coat-storage compartments for four pupils. A more flexible distribution of space within a unit is made possible by the substitution of a coat rod, with four, five, or six sliding coat hooks. In both cases shelves are provided for books, hats, lunches, etc. Other interior arrangements are available.



A TYPICAL LOCKEROBE UNIT

A new and approved feature is the door-operating mechanism, which is concealed out of sight and out of reach of pupils. All left- and right-hand doors are opened and closed by operating one pair of left- and right-hand master-control doors located in the "master control unit" at the extreme right end of the assembly. Doors on as many as twelve units are controlled by this single pair of master control doors. An approved, patented safety device prevents doors, when fully opened, from closing simultaneously, thus avoiding any



THE LOCKEROBE DOOR-OPERATING MECHANISM IS FOOLPROOF AND BOY-PROOF

ossibility of a pupil having his hands pinched between

The Lockerobe may be used with any system of classroom ventilation. When recessed and in conjunction
with a forced ventilation system (which includes an exhaust duct in the recess) the base grille, which is removable for cleaning purposes, permits a large and constant flow of classroom air, to be drawn through the
space beneath the Lockerobe and up between the back
of the wardrobe and the wall. Interior ventilation is
accomplished by lowers perforated shelves, and backs.

of the wardrobe and the wall. Interior ventilation is accomplished by louvres, perforated shelves, and backs. When not connected with a forced ventilation system, or when free standing, Lockerobe interiors are ventilated by louvres in the tops and bottoms of doors.

Of particular and timely interest to school officials and architects is the fact that Lockerobes require a recess depth of only sixteen inches. A reduction in the wardrobe-recess depth in each classroom reflects in the cubic contents of a school, and consequently, in the cost of construction, pupil consumption, and general upkeep.

Lockerobes are finished complete at the factory, are quickly assembled, and easily slipped into rough, unfinished recesses. A new complete Lockerobe Catalog, No. LR-23 may be had by writing direct to the manufacturer in St. Louis, Missouri.

Bausch-Lomb Equipment for Dark-Field Microscopy. The Bausch & Lomb Optical Company, Rochester, N. Y., has issued a 16-page pamphlet, describing and illustrating its equipment for dark-field

The pamphlet has been prepared for the use of scientific workers who are confronted with problems in microscopy where the condenser equipment has not proved wholly satisfactory. The booklet offers a practical discussion of dark-field optical systems and describes the use of the Abbe Condenser, the Paraboloid condenser, the Cardioid condenser, the slit ultramicroscope, and the convertible substage lamp.

Webster's New International Dictionary. G. & C. Merriam Company, Springfield, Mass., have issued a comprehensive circular on the features of the second edition of the Merriam-Webster Dictionary. The new dictionary is the tenth in the series of Webster dic-

dictionary is the tenth in the series of Webster dictionaries, extending through more than a century of continued leadership in dictionary publishing.

This latest and greatest Webster dictionary is an epochal book. Every source of Merriam-Webster tradition has been utilized, every feature of the dictionary has been developed to new usefulness. The book establishes new and higher standards in size, yocabulary, pronunciation etymology, definition picvocabulary, pronunciation, etymology, definition, pictorial illustration, and arrangement of subject mat-

#### COMING CONVENTIONS

February 13-14. Washington State School Directors' Association, at Olympia, Wash. Mr. L. D. Burris, secretary, Olympia, Wash.

February 18. The National School Supply Association, at Chicago, Ill. Mr. Frank Bruce, secretary, Milwaukee. Wis.

Milwaukee, Wis.

February 23-28. American Education Research Association, at Atlantic City, N. J. Mr. W. G. Carr, secretary, 1201 Sixteenth St., N. W., Washington,

D. C.

February 23–28. Department of Secondary-School Principals of the National Education Association, at Atlantic City, N. J. Mr. H. V. Church, secretary, 5835 Kimbark Ave., Chicago, Ill.

February 23–28. Department of Superintendence, at Atlantic City, N. J. Mr. S. D. Shankland, secretary, 1201 Sixteenth St., N. W., Washington, D. C.

February 25–27. American Association of Technical High Schools and Institutes, at Atlantic City, N. J. Mr. Ralph Breiling, secretary, Technical High School, Brooklyn, N. Y.

March 8–9. Junior High School Conference, at New York University, New York City. Miss Lillian O'Neill, secretary, School of Education, New York University.

March 14–16. Public-School Business Officials of California, at San Diego. Mr. S. C. Joyner, secretary, Pasadena, Calif.

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- ♦ Due consideration of the health of pupils and economy of operation, quickly indicates that old-fashioned dishwashing methods and cleaning materials are not satisfactory. Dishwashing is not efficiently done unless dishes are free not only from food particles and grease, but also from films of unrinsed cleaning material in which bacteria breed.
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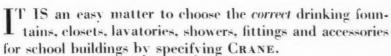
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# Crane Design



How will you prevent back-siphonage in lavatories and closets? How will you insure pure, fresh water in supply lines? How will you prevent accidental or mischievous contamination of drinking fountains?

Most school board members prefer to rely on Crane specialized knowledge of plumbing and proper design for the necessary "health-insurance" that will protect pupils against danger.

Leading medical authorities approve Crane-designed fixtures. That is because the principle of protection in Crane sanitary fixtures removes danger of back-siphonage.

You will approve of Crane sanitary designs so heartily that you will want their protection in your own home!

Have your Crane plumbing contractor install Crane fixtures for their *safety*, low cost and quality.



### PROTECTION AGAINST UNSANITARY CLOSETS:

LOWALL blowout wall closet with its concealed "DELTA Vacuum Breaker" flushing va ve.

PROTECTION AGAINST DRINKING WATER CONTAMINATION:

CORWITH fountain with its "New Era" three stream angle bubbler above rim.



# CRANE PRODUCTS IN ALL DEPARTMENTS!

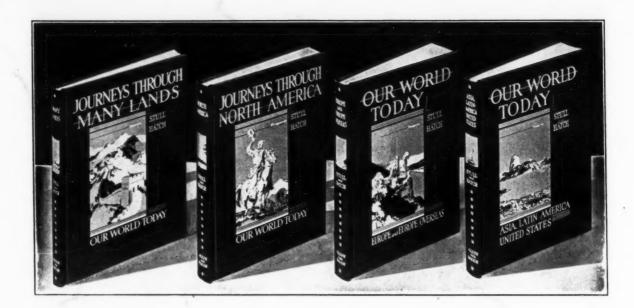
Crane Lavatories • Crane Showers
Crane Closets • Crane Sanitary Faucets
Crane Vacuum Breaker Flushing Valves
Crane Bubblers and Drinking Fountains
plus all fixtures, fittings and piping needed
for any school building installation!



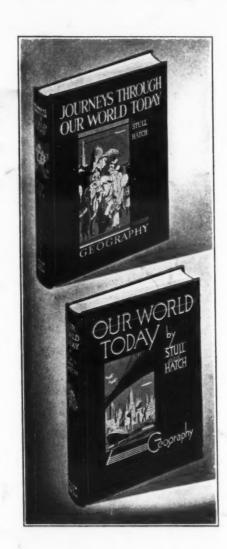


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